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UNIVERSITY OF ALBERTA

SCHOOL ADMINISTRATOR'S PERSPECTIVE ON PARENT TASK INVOLVEMENT AND PARTICIPATION IN SCHOOL-BASED DECISION-MAKING

BY

RONALD STANLEY MCMULLEN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1990

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PARENT TASK INVOLVEMENT AND PARTICIPATION IN
SCHOOL-BASED DECISION-MAKING

SUBMITTED BY RONALD STANLEY MCMULLEN IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN EDUCATIONAL ADMINISTRATION.

....
Supervisor, T. Craig Montgomerie

K L Ward
....
K. L. Ward

....
External Examiner, Janis Blakey

Date: October 2, 1990

Dedication

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toyouwhotaketimetoreadthisyouareadeterminedlothelptheyouthliveandlearnbealeaderspreadtheword.

Abstract

This study examined the perceptions of school administrators in the province of Alberta toward the concept of parent involvement in the activities of their schools. As well, the respondents were asked to assess parent participation in the formation of the decisions and policies which legislate the local operations of the school. The respondents were asked for their assessments as to the current level and to provide their preferences as to what the involvement and participation activities might be in the future.

A questionnaire was developed and distributed to a stratified randomly selected population of 200 school-based administrators representing schools from all regions of the province and ranging from elementary to secondary in the programs offered. The three part survey was designed in a modified Likert style with several open-ended questions used to collect information on a demographic basis and to collect the administrative perspective about parent activity in the school.

The first section of the survey contained 20 items relating to different opportunities for involvement in school tasks. The second section also had 20 items covering many of the opportunities for parent participation in the formulation of school decisions and policies. Part II was more detailed. The respondents were asked to provide their assessments on five point Likert scales for both the current and preferred types of decision-making process and parent participation for each of the items. Each of these questions provided an opportunity for the respondent to comment. These sections ended with blank survey items in order to allow the respondent to add any task or decision items they deemed relevant. The survey concluded with an opportunity for the administrators to comment on the topic, as they so wished.

In analysis of the data, the responses were examined on an actual to preferred basis and according to the specific characteristics of school program and location. Therefore, the responses were analyzed according to Community school and Non-community school designation, Urban and Rural location, and Elementary and Secondary programming. The effects of parent involvement and participation for the administrative role, the teaching staff and the non-teaching staff with each of the survey items were also assessed.

A return rate of 70 % enabled a t-test analysis of responses to occur. Based upon the information provided it is concluded that the administrators valued parent involvement in school tasks and participation in school decisions. 97.5% of the survey items had mean scores that were positive in nature. Significant differences of $p < .05$ for increased involvement and participation over the current levels are produced in the data analysis for 39 of the 40 survey items.

In 89.5 % of the items, the population was consistent in its assessments. In very few cases are significant differences of either $p < .05$ or $p < .01$ produced by designation, location, or programming.

For organizational purposes, the survey items are classified according to modified typologies for both tasks and decision survey items. The preferences for parent involvement in tasks relate to Extra-school relationships and/or Learning activities. For the decision-making items, the preferences, although not as strong, support parent participation in decisions that are classified as either Extra-curricular or Student conduct.

As to the effects of increased involvement and participation on the administration, teachers, and non-teacher, assessments for both tasks and decisions are positive. It is concluded that the respondents perceive an overall beneficial effect for the three groups. Of the three, the teacher group is perceived to gain the most.

For the current type of decision-making process the administrators report Consensus democratic in use more than any other style. Preference is for its use in more of the decision items. It is concluded that the administrators perceive it to be the better process for many of the school decisions.

The respondents are not as consistent in the determination of the current type of parent participation . According to the modified Arnstein typology, the types of Informed and Consulted are chosen for the majority of the survey items and are in the level labelled, Degrees of Tokenism. However, the population prefers Partnership for the majority of survey items with it doubling in number as the preferred choice. There appears to be support for change in the type of participation and support for it through similar movement toward a supportive decision-making process.

The administrators are found to support and to value parent involvement and participation in many varied activities of Alberta schools and perceive positive results with increased involvement and participation

Acknowledgements

A study of this nature is not possible to conduct without the willing participation and direct involvement of those who give of their own time. Those other tasks or decisions didn't dissipate in the time taken to assist in the accumulation and dissemination of their collective knowledge. The study should give direction to a concept or a strategy which needs consideration. It is very important in achieving the goals of education for all of our school-aged youth. Setting common goals and focusing our resources on accomplishing them are vital steps. I trust the information will be useful for these activities in the schools.

Without the assistance, direction and parts of Saturday mornings (or, was it Thursday nights) from Craig, a man beyond title, many of the stumbling blocks would have blockaded the path to completion. You are always expected to be in "multi-task mode" by yourself and others (including me), but you were always able to be more than an advisor. You are a colleague, a friend and you are the one who set up this wonderful set of styles. My thanks and gratitude for all of your efforts Dr. Montgomerie

Marcia Wright, Peggy Foster and Chris Prokop were of super data assistance. Marcia gave direction and format to the end product with her editorial skills and suggestions. Chris Prokop compiled and processed the raw product. She listened to my wild and woolly wishes, kept me in analytical context.(except on this activity) and in touch with the various stages of production. Peggy's assistance came in her role as the "phone-between". It was all above the call of duty or requirement. Thank you.

As volunteer editor-in-chief, fellow educator, student and parent, Cheryel Goodale gave of herself and her home. All my thanks would not be enough.

My family tolerated and learned to cope with my limited participation and involvement. I am proud of your capacity to succeed. Congratulations.

As my main supporter, Gerry McMullen put up with it all. She bore the burden and the strain. Words are few, but the message is strong. All my love, Ger.

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CHAPTER 1

Introduction

The expectations as to what public education can or should accomplish have become immense. It is no longer expected that only the most select students will acquire a high school diploma, but that most students will have the opportunity to achieve the required 100 credits necessary to graduate. Most parents now expect that their children will be able to complete a high school program and be educationally equipped to become productive individuals in society by either entering the workforce directly upon graduation or upon completing post-secondary training. Many businesses expect that applicants will have at least a high school diploma or its equivalent when applying for initial employment in the workforce.

In order to insure the success of their children, parents have assumed and were expected to assume a greater degree of direct responsibility for education. In doing so, increased parental involvement and participation in school activities and local decisions has resulted. In many studies and polls, the parent and teacher populations had been surveyed as to their perceptions on parent involvement and participation in some method. Robert Fulghum (1988: p.6), with his succinct writing style in the book, *All I Really Need to Know I Learned in Kindergarten*, stated it best in the popular phrase, "When you go out into the world, watch out for traffic, hold hands, and remember to stick together."

This study provides an overview of the perceptions of the Alberta school-based administrator as to parental involvement and participation in local school operations and assesses any shift in perception from the current to the preferred on any of the survey questions. It is hoped that the study will assist the development of practical and productive processes for involvement and participation by the school parent group and in the formation of positive school relationships for the benefit of students in the future.

Justification for the Study

In Alberta, according to the 1988 School Act, Section 15 (1988: p.14), it was expected that school-based administrators were "to promote co-operation between the school and the community it serves." In Section 17 (1988: p.15) it was stated that, "parents of students attending a school may establish a school council for that school...[which]...may advise the principal of the school and the board of any matters relating to the school." In effect, principals were being asked to assist in the development of school councils and to engage parents in a formal manner with regard to local school decisions. Various interest groups worked to promote the concepts of parental involvement and participation. As well, many administrators had realized there would be benefits accruing when all relevant participant groups became active in the processes for local decision-making and the daily operations of the school.

However, in a search of the literature, a clear perspective of the administrator's assessment as to parent involvement and participation in school operations and decisions was not clearly determined.

In Alberta, Grainger (1985: p.324) found that some administrators reported, "parent opinion was regularly sought prior to important decisions being made." However, other studies, Burges (197[illegible] Sallis (1977), and Saxe (1984) reported that there had been minimal consultation or involvement of parents with school personnel in regard to issues that parents considered important. In fact, Grainger (1985: pp.323-4) reported as well that, "professional educators tended to adopt a reactive rather than a proactive approach to the incorporation of parent opinion [input] in the decision-making process." Thus, there appeared to be discrepancies as to the type, the degree of meaningful involvement and, as well, to the degree of usefulness of the involvement or participation.

The importance and relevance of the benefits gained in having parental involvement should not be denied. In their assessment of the Plowden Report, a national survey of English schools conducted in 1966, Gains and Pegg (1984: p.26) stated that "it found one feature stood out above all else: the attitude of parents toward school and education...transcended all other factors in its effect on children's progress...[so]...schools should reach out and make a special effort to involve parents." The tasks of organizing and structuring such involvement requires assessment, description and explanation from the school-based administrational perspective.

In Alberta, the expectations for the formal inclusion of parents in the local school operations and decisions came from many directions and levels of the educational socio-political infrastructure.

The Alberta Department of Education published documents entitled *Partners in Education: Principles for a New School Act* (1985) and *Review of Secondary Programs* (1985) which contained suggestions for greater participation by parents and community in the functions of the schools. As well, in the *Final Report* of the Committee on Tolerance and Understanding (1984: p.52) it was recommended that "every school board should formulate, implement and communicate a policy designed to foster parental involvement with the schools...[and]...that every school jurisdiction should require that each school prepare a written philosophy in consultation with students, parents and/or guardians and community representatives."

In the preamble of the Alberta *School Act* (1988: p.7) the parent role in education was stated as, "a right and responsibility to make decisions respecting the education of their children..." and it is further stated (1988: p.15) that "parents of students attending a school may establish a school council for that school...[which]...may advise the principal of the school and the board respecting any matter relating to the school...and...perform any duty or function delegated to it by the board...." The provincial government not only philosophically, but also concretely, supported involvement and participation. In its 1989 budget, it re-established its financial commitment to the designated community schools to the full 100% funding level, rescinding the 50% cut that in the previous budget it had levied against these schools whose mandate included the formal involvement of parents and community in the decision-making process.

In 1988, an indication of the growing desire for increased parental involvement and participation was included in the Mission Statement of Edmonton Public School District. It was stated as an expectation for schools to increase the parental involvement at the school level. The district's central administration provided resources to enable the school-based administration and parents to increase such involvement. An example of the district's commitment to the concept of parental involvement was the creation of the Community Relations Branch. This branch was designed in part to assist the school-based development of more meaningful relationships for all parties.

That the district appeared ready to involve parents in local decision-making and governance was clear in *The Report on Program Redistribution in the West End: Parent Involvement Process.* (1985). The report outlined procedures whereby two parent committees would provide input on both short-term and long-term concerns for program distribution in that area of the city. This action, according to a Board report in 1985, in part was motivated by a wish to allow parents to have a voice in educational planning. Furthermore, it was stated in the *Policy and Regulations Handbook* (Board Document: 1990) of the Edmonton Public School District that

1. The board believes that:
   - the education of students is best served through the co-operative efforts of students, parents, district staff, and community members;
   - parents should be active participants in education demonstrating interest in and support for their school and the district, by becoming informed about their role as partners in education, and by becoming involved in the education of their children; and
   - community members should assist in the development of responsible citizens through appropriate involvement in the education of children.
2. In support of this belief, the board is committed to the concept that meaningful involvement of parents and community members is desirable in public schooling, and that involvement will vary from one person to the next and from school to school...
4. The board expects all district staff to demonstrate commitment to the involvement of parents and community members in education.

Purposes of the Study

The purposes of this study were to elicit, identify and describe:

- the perceptions of school-based administrators as to parental involvement and participation in locally based school decisions and operations
- any similarities or differences that were reported regarding the administrators' perceptions as to what was:
  - the actual degree of parental involvement and what was the preferred degree of involvement of parents in selected school tasks and decisions and/or policies
  - the actual effect and what was the preferred effect relative to the administrative role or function in relation to the selected school tasks and decisions and/or policies
  - the actual effect and what was the preferred effect relative to the teaching staff in relation to the selected school tasks and decisions and/or policies
  - the actual effect and what was the preferred effect relative to the non-teaching staff in relation to the selected school tasks and decisions and/or policies

- any similarities or differences that were reported regarding the administrators' perceptions as to:
  - the selected school policy decisions of the actual and preferred type of decision-making process
  - the selected school policy decisions of the actual and the preferred type of parental participation

Sub-Problems

The following categories were examined in the study.

1. The degree to which school level administrators perceived the current level of parental involvement and participation as to:
   a. specific school-based operations and the effect on:
      i. the administrative role
      ii. the teaching staff
      iii. the non-teaching staff
   b. specific school-based decisions and/or policies and the effect on:
      i. the administrative role
      ii. the teaching staff
      iii. the non-teaching staff
2. The degree to which school level administrators perceived the preferred parental involvement and participation as to:
   a. specific school-based operations and the effect on:
      i. the administrative role
      ii. the teaching staff
      iii. the non-teaching staff
   b. specific school-based decisions and/or policies and the effect on:
      i. the administrative role

   ii. the teaching staff
   iii. the non-teaching staff

3. Using the sub-problems in categories one and two, the perceptions of:
   a. designated community school administrators were examined in comparison to the perceptions of the other school administrators
   b. urban school administrators were examined in comparison to the perceptions rural school administrators
   c. elementary school administrators were examined in comparison to the perceptions of the school administrators of schools with secondary programs

Contribution to Research and the Literature

The administrative leadership role has been considered as pivotal in successful school operations. Hughes and Ubben (1989: p.5) stated "the early work of Halpin and Croft on elementary school climates, Trump's research in the 1950's and 1960's, Goldhammer's study of the elementary school principal for the NAESP in the 1960's, and the Peterfreund studies of about the same time, among others, all established the critical nature of principal behavior in the effective school. More recently, the work of Edmonds, Brookover, Lezotte, and others have singled out the principal as the most significant individual in the creation of an effective school." Thus, it seemed that the principal's assessments and subsequent reactions to formal parental involvement and participation or the demands for their establishment would be important to the development and eventual outcome in each school setting.

Stretch (1975: p.iv) reported, "Parents and teachers indicated a preference for the most parental involvement at the decision-making level, while administrators indicated a preference for the most involvement at the non-instructional volunteer level." The basis for this discrepancy in preference had yet to be clarified. Hellyer (1974: p.191) stated that it was "increasingly clear...community pressures for greater consultation or inclusion in the policy-making activities of the school make confrontation or collaboration inevitable." Furthermore, the role and a function of the principalship appeared to become more closely entwined with the actions and operations of all the participatory groups found in the school environment. As Montgomerie et al (1988: p.109) reported, "The principal is now expected to be a leader who embodies and symbolizes the shared values of the school community." In reviewing the changes in leadership, Sergiovanni (1987: p.117) in the Association for Supervision and Curriculum Development Yearbook stated "now what leaders stand for and believe in, and their ability to communicate these values and ideals in a way that provides both meaning and significance to others, is more important than how they behave."

Thus, it appeared necessary to collect and to assess the school-based administrators' perceptions on an actual and preferred basis as to parental involvement and participation. In doing so, this study would not only build on previous research but would contribute information that was not previously available.

Assumptions of the Study

1. that Alberta school-based administrators would have measurable attitudes in regard to the subject of parent involvement and participation
2. that for the purpose of this study that parent involvement would refer to parental activity in regard to school activities or tasks
3. that for the purpose of this study that parent participation would refer to parental activity in regard to the processes of school decision-making or policy formation
4. that the respondents would provide accurate and measurable data as to the subject of the study

5. that the variables selected for the study could be quantitatively measured and their degree of association, if any, towards administrators' perceptions of parental involvement and participation could be statistically determined
6. that the process for collecting the data was the best method for the study
7. that the data collected on the subject would accurately reflect the purpose of the study
8. that perspectives from the sample would be representative of the general population

Delimitations of the Study

The study's population was delimited to a stratified random sample of school-based administrators of the province of Alberta.

As well, the study was delimited to their perceptions of parental involvement and participation in the administrator's specific locale.

Limitations of the Study

The collection of the data was limited by the constraints of the questionnaire and its design.

The study was limited to field administrators in the province and did not include the other relevant participants.

The data would be limited in its ability to be generalized as it would pertain to the perspectives of the population of the sample at best.

Definition of Terms

A number of technical terms are used in the study. In order to ensure common understanding between the author and the reader, the following definitions are presented.

Align(ment) - to bring into agreement or adjustment, as in components of a working set. In this study, the components relate to the typologies of decision-making and parent participation. When they are appropriately adjusted, the decision-making process and the type of participation enable the policy or school plan to achieve the expected results with all participatory groups satisfied,

Benevolent Autocratic - the decision-making process is controlled by the managing body that decides in a manner that it deems to be the best for all

Coalition Autocratic - the managing body, which controls the decision-making process, allows for influence to occur from those participatory groups it selects before the decision is made

Designated Community School - is a school where there is commitment to the use of the education process for both student and community betterment. This involves a commitment to consciously orient the school to the community it serves. According to provincial guidelines, the school is designated as a community school and strives to exhibit all the characteristics of:

community-oriented curriculum
parent involvement
collegial environment
use of community resources
lifelong learning
interagency cooperation
design/modification of facilities
community use of school facilities
study of community issues

Consensus Democratic - the decision-making process allows for all participatory bodies to express themselves and potentially influence the decision

Consulted - selected from Arnstein's typology for citizen participation this term refers to participation still at a level of "tokenism" whereby parents would be heard and allowed to express their views; yet, for the most part, they still lack the power to influence and to be heeded

Delegated power - selected from Arnstein's typology for citizen participation, this term refers to participation with the parents having obtained either the "majority of decision-making seats, or full managerial power" from those in authority

Informed - selected from Arnstein's typology for citizen participation, this term refers to participation as "tokenism." Parents would be heard only on a limited basis without the power to influence and to be heeded

Involvement - the act of being part of the process

Majority democratic-this decision-making process sees all participatory groups with the capability of having the decision made their way, as they have the potential to become participatory members of the majority group

Manipulated - selected from Arnstein's typology for citizen participation this term refers to participation as a panacea contrived as a surrogate for genuine participation and it is closer to non-participation than participation

Participation - the act of being part of the decision-making body in regard to what is to occur and how it is to occur

Partnership - selected from Arnstein's typology for citizen participation, this term refers to participation with the element of negotiation and the assumption of equality in the decision-making process

Perception - the understanding of the world that an individual constructs through data obtained through the individual's senses

Shared involvement - participation is described as "equity based" with all participatory groups having equal opportunity to influence and to reach the decision the way they deem it should be reached

Total charge - the parent population has full decision-making power with regard to this item

CHAPTER 2

Review of the Related Literature

In this chapter the related literature was reviewed in order to establish a background for the study and to demonstrate the interrelationship of the concepts involved in the study. Other objectives of the review were to establish the need to conduct the study, justify the research problems, develop the questionnaire, and relate the existing knowledge of the concept of parental involvement and participation to specific tasks, policies and the process involved in each policy's development.

Thus, it was considered necessary to examine the literature in a manner that:

- assisted the selection and development of the methods used for data collection,
- examined the literature related to the role of the administrator relative to parental participation and decision-making,
- reviewed current knowledge specific to parental involvement and participation in the school environment, and
- examined existing concepts of participation

Daniel Schweers (1983: p.26), in discussing administrators facing decisions about the future of educational facilities, stated, "virtually every source of knowledge they turn to recommends community involvement." Brandt (1979: p.45) stated, "well informed parents contribute to wiser decisions. Parents who are involved in decision-making grow in their ability to share policy and to measure the effectiveness of educational programs."

However, any increase in the number of groups involved in a school's decision-making process and resulting school-based decisions will not only change the way the decision is made, but increase the complexity of the process. As Wolfe et al (1989: p.29) stated, "The interrelationships among school participants (i.e., among the principal, teachers, students, and parents) will determine the success of any school improvement endeavor." Problems can certainly arise when, as reported by Seely (1989: p.46), "School staffs...often do not see parent involvement as part of their professional role and, indeed, can quite justifiably see it as an interference with the jobs that have been delegated to them." As well, Fruchter, Silvestri and Green (19[illegible]5: p.199) saw a problem in that, "Parent involvement...[is]...too often dependent on the perceptions and needs of the professional educator. Parent involvement is nearly always desired, at least theoretically, but it seldom exists."

Indelicato (1980: p.7) stated, "Parents and schools must develop meaningful working relationships. The conscious or unconscious lack of parent involvement is a threat to the success of educational programs...Schools should maintain and strengthen efforts to involve parents...A mutually supportive relationship between parents and educators can address crucial issues of both child development and, ultimately, the development of a community." The importance of the school administrator in developing an environment that supports meaningful involvement is crucial.

Parental Involvement and Participation in the School Environment

As substantiated in the literature, (Jencks (1972), Bond (1973), Whaley (1975), Brookover and Lezotte (1977), Gillum (1977), Henderson, Anne (1981), Gains and Pegg (1984) and Walberg (1984)) parental involvement in school operations has produced positive results. Fullan (1982: p.191) stated that the benefits may be realized as "the closer the parent is to the education of the child, the greater the impact on child development and educational achievement." However, the benefits most likely would not be "cost free." Greater impact could increase involvement or participation that may result in greater expenditures of time and energy. Furthermore, increased activity may produce greater complexity in the relationships between parent and administrator, teacher and parent, support staff member and teacher, or administrator and teacher.

Hughes and Ubben (1989: p.67) described the complexity in the interrelationships by referring to schools "caught in a crossfire at times, as first one group or individual and then another attempts to make the school reflect his or her belief...Progress in education today depends in large part on the consent of parents..." The relationship between the participating groups (administrator, community, parents, and staff) in the act of schooling is much more complex than in the past. Involvement and empowerment require commitment, communication and cooperation. Sergiovanni (1989: p.6) stated, "principals, parents, and teachers at the school level count the most in determining whether quality schooling will take place."

Maintaining a common focus for the participating groups is most challenging. As summarized in *Part V Shared Responsibilities for Education of the Review of Secondary Programs* (1984: p.17), "almost half (49%) of adults surveyed felt local parent/teacher associations should have a stronger say in education...Albertans felt that parents should be more involved in educating their children." The school administrative role has the functional mandate for nurturing the development of this participatory process. Since the purpose and the directives were present to enhance parental involvement in the operations of the school, the administrative perspective required examination and assessment.

Encouragement and direction in enhancing the levels of involvement are included in the Department of Education document, *Partners in Education* (1985: p.12), where it is suggested "the parental involvement model...may provide for continued parental involvement through subsequent grades." The document (1985: p.33) also describes the role of parents as "participation in a shared responsibility...a key role for parents both in terms of their rights and corresponding obligations."

Moreover the document (1985: p.44) indicates that, "the School Act should require the creation of School Councils or Advisory Committees."

Interrelationships in the School-based Decision-making Process

In discussing the administrative function in the development of involvement and participation, Brandt (1979: p 45) indicated

that there are Five Essentials:

- explore with parents what they want to accomplish
- devise meaningful and practical opportunities for parental involvement
- keep reaching out to parents with warmth and sensitivity
- develop an on-going training program in equal partnership so that satisfaction can be gained in a team approach
- acknowledge that sharing power is not abdication of one's professional leadership role.

The Administrative Role

As emphasized by Fredericks (1989: vol. 7 no. 4), "the principal *and the staff* must have a sincere commitment to the parent participation concept." The role of the principal in the development of productive and positive relationships is essential. Berninger and Rodriguez (1989: p.33) emphasized, "If parents, teachers and children are to form an effective partnership, the principal must lead them...a task requiring constant attention and hard work." As stated by Fredericks (1989: vol. 7 no. 4), "Reaching out to parents and persuading them to become partners in the school's endeavors is not an easy proposition."

In a study which examined community size and parent involvement in education, Chavkin and Williams (1989: p.160) reported, "The percentage of parents who agreed or strongly agreed that principals should be in charge of parent involvement was 70.5 in large-size communities, 55.1 in medium-size cities, and 52.4 in small-size communities." By far, in this study, the school administrator was deemed to be the one to lead the way for encouraging parental involvement and participation. As stated by Sergiovanni (1987: p.122) in the Association for

Supervision and Curriculum Development Yearbook, "successful leaders are more concerned with the concept of *power to*. They are concerned with how the power of leadership can help people become more successful, to accomplish the things that they think are important, to experience a greater sense of efficacy. So these leaders are concerned less with what people are doing and more with what they are accomplishing." In these assessments, the school-based administrative role has definitely changed in relation to the parent group and the exercising of power.

The Role of the Parent Group

Relative to the importance of the parent group, Hughes and Ubben (1989: p.356) stated, "The most important referent group in the school community will probably be parents." Furthermore, Thomas (1980: p.204) reported, "Since parents exist on the periphery of the educational hierarchy, it is also up to the educators themselves to initiate measures designed to forge a home/school liaison...Substantial evidence demonstrates that, when parents and other community members are intimately involved in the day-to-day learning of their children, schools...do better at educating pupils and maintaining parental and community support."

The academic benefits and the commitment to the school by the community are also paralleled by manpower benefits as Lareau and Benson (1984: p.401) reported: "Home/school partnerships...increase the resources available to education, since parents...contribute time and physical support." Lareau and Benson (1984: p.404) further stated, "educators...should try to foster [illegible] attitude of mutual interdependence that will enable an educational partnership to flourish."

Parental Participation in School-based Decision-making

Relative to participation, according to Berninger and Rodriquez (1989: p.32), "few schools have done anything of substance to improve parent-school relationships. Rather principals tend to relegate parental involvement to the traditional roles of audience, homework helpers and school program supporters." Indelicato (1980: p.8) stated, "One would be hard pressed to identify meaningful participatory processes that allow citizens to share the power as well as the responsibility."

Wood (1985: p.66) summarized the history of involvement as "Previous experience in many schools with participatory decision-making and community involvement may have promised great success, but did not work out." As well, in an article by Thomas (1980: p.204), Howard Becker presented the teacher perspective of parents as "an unpredictable and uncontrollable element, as a force that endangers and may even destroy the existing authority system over which the teacher has some measure of control." Overall, Seely (1984: p.386) stated,"we all share responsibility for maintaining an approach that hasn't worked adequately."

Since this is the background or the environment that parental involvement generally exists in, the tasks and the responsibilities for gaining and developing the relationship and setting the future direction are and will continue to be difficult ones for the school administrator. According to Langenbrunner and Thornburg (1980: p.287), in a study by Goldhammer of elementary principals, "it was found that working with parents was one of their most difficult tasks."

Yet, Walberg (1984: p.400) succinctly presented the overall opinion that "all parties agree that more parent involvement than now exists would be preferable." Combined with such local requests are the directives from both the district level and the provincial legislative bodies to acquire more involvement. Thus Wood (1985: p.66) found that the principal "as a key leadership person in school improvement, must learn how to facilitate improvement in the school, particularly in the areas of instruction, shared decision-making and managing change" and Seely (1984: p.386) considered that "the primary requirement is a change of attitude and approach" of all the participants.

The value found in involvement and participation cannot and should not be ignored. As Knoop (1985: p.7) indicated, "groups make better quality decisions." As well, participation in decisions produces many other beneficial interrelationship qualities. Knoop (1985: p.7) summarized, "...participation breeds commitment. Participation makes for more communication." Summarizing the findings from several other researchers, Schweers (1983: p.26) reported, "Dr. Stearns ultimately concluded that if parents and community members are involved with the school, children benefit." As the public education system is designed for the purpose of educating all the youth of today, it is hoped that all participants will keep this broad goal in mind at all times.

Furthermore, Schweers (1983: p.26) summarized the findings for additional benefits from a Phi Delta Kappa report released in October, 1979 as

> Parents are provided with a better understanding of the school program,
>
> Parents gain a greater understanding of the complex responsibilities of teachers,
>
> Positive parenting attitudes are fostered by providing parents with a better understanding of school norms and peer group relations, and
>
> School personnel gain a better understanding of the community through such interaction with community members.

One must not deny the importance felt by the parent community for involvement and participation. Although discussing the state [province], principal and teacher (that is, the professional educators) roles in making or achieving educational improvements, Sergiovanni (1989: p.5) made an assessment which can be extrapolated to include the parent community in that he stated, "it is clear that the key leverage points for improving America's schools are those that are close to the classroom. Getting the real thing when it comes to school improvement will require that a new balance be struck among those who have a stake."

Separating Task from Decision Activities in the Study

In each child's education parents have just such a stake. In Alberta, parents most often become involved in public education when their child enters the Early Childhood or Kindergarten program. Each kindergarten program is expected to have a Local Advisory Council with each parent being a member. The degree to which each parent is an active member is a responsibility of the individual. For the most part, the activities of the members are task specific (eg. snack program, craft activities, field trip supervision). As well, the decisions are limited to the particular activity, such as; the kindergarten fee, the type and number of field trips, which effect only the kindergarten class, and are in effect for that particular school term. It may be concluded that this inclusion of parents in the LAC is most often limited to the activities of their child's class. Although this does encourage involvement and participation, it does limit the focus of the parents, which is already centered on the child rather than the whole school. As Raywid (1980: p.135) stated, "The evidence clearly points to the reasonable conclusion that parents' interests focus on their child's classroom..." In the following school years, at best, for most parents this focus on the classroom becomes entrenched. Eventually, as the child becomes more independent or the parent wearies of the types of involvement provided by the school, the time the parent dedicates to school activities decreases and an important stakeholder in education is weakened or lost.

When supported and encouraged, according to Epstein (1984: p.71), parent involvement and participation will, "convey a message to school administrators and teachers that parents are willing to work to improve the school and its programs." As Woloshyn (1981: p.6) discovered, "Teachers, students, and parents, as key participants want to participate in decisions affecting them." There is a need to allow task and decision activities to be considered independently.

It may be suggested then, that participation and involvement should not be viewed especially as being on the ends of a continuum nor, perhaps, even on the same continuum. As a matter of fact, in their stages of development and operation in any school setting, the levels of involvement and participation may not be completely aligned.

For example, in the task of preparing the school newsletter parents may be highly involved. While in the process of setting the policy for producing the newsletter on a weekly basis, the parent community may not formally have participated. The matter of participation according to Arnstein (1969: p.216), includes "the redistribution of power." This process of participation is somewhat analogous to the addition of extra ingredients to a chemistry experiment. A change might be produced change in either the interactional processes or the final outcome. The result might be something that acts, looks, tastes, or smells quite different from what would have been produced by the original experiment.

The Movement toward Shared Decision-making

Currently, there are several factors which preclude the transition to shared decision-making with the parent community. One factor may be the lack of educators' and parents' training in shared decision-making. Berninger and Rodriquez (1989: p.33) see this as an important goal if parent participation is to be meaningful. Another one may have resulted since the teacher group has begun to be included in the school level decision-making process.

Reporting on the historical development relative to the empowerment of the teachers through the formal development of teacher unions [or professional associations], Fernandez (1979: p.89) reported that, "parents feel ignored and excluded from the decision-making process affecting their children," as there was a shift by teachers from the alignment with parent-teacher organizations or home and schools associations. Raywid (1980: p.134) referring to school governance stated that, "[it] actually entwines several strands: [including] the passage of control from parental to professional hands...." Thus, the sense of being down the ladder on the decision-making participation continuum (see Table 2), might have resulted in a sense of alienation by parents. In time, parents shared this sense of alienation with their children who acquired a sense of disassociation with school affairs and turned away from participation.

In addition, the factor of the personal qualities of the school-based administrator should be considered. Imber and Duke (1984: p.28), when reporting the findings of a study related to teacher participation in school decision-making, stated "our research discovered a number of schools in which organizational innovations-particularly formal [teacher] groups with specific decision-making responsibilities-did seem to promote teacher participation. These results were most notable in schools whose principals supported the idea of shared decision-making." Thus, the style and/or the relevant individual attributes of the school administrator could impact upon the type and the degree of participation by the parent group in school policy formation and decisions, as it seemed to have done with the teacher group in the schools studied by Imber and Duke.

Local factors in supporting shared decision-making must be considered. The historical context, the opportunities for participation, the qualities of the parent group, the interrelationship between the relevant participating groups and the personal qualities of the on site administrator all effect the degree and the type of participation possible.

The Administrator's Perceptions

As to the working relationship with the parent community and the other referent groups in the school environment, it would be necessary for the administrator to ascertain, if there was the desire by the group to be involved and/or to participate in order to ensure that both the extrinsic and intrinsic group needs were fulfilled to the best possible extent. If the needs were not satisfied, then it would be highly unlikely that continued support and participation would occur.

The perceptions of the school administrator as to the current and perceived degree of parental involvement and participation, the type of decision-making process and the type of parent participation viewed as being as in place and being the most appropriate as to any local school decision needed investigation and assessment.

According to Johnson (1988: p.12), "after decades of research, the notion of perception still defies accurate and conclusive evidence." Therefore, for the purpose of this study, as stated by Johnson (1988: p.13), "the most straightforward definition of perception remains as appropriate, well accepted and useful as any other, when Shaver (1981: p.83) defined it as, 'the understanding of the world you construct from data obtained through your senses'." The school based administrator more often than not only has the responsibilities, but the best opportunities to see, hear, and form impressions about the effects regarding parental involvement and participation.

The literature supported the need to study the administrative perceptions as to both the type and degree of parental involvement and participation. An evaluation of the administrator's perspective as to parental involvement and participation was required. In the study, in order to assist the understanding of the concept of parental participation in the decision-making process, the school site administrator would be asked to provide input as to the level of parent participation and the type of decision-making process used at the school site.

CHAPTER 3

Methodology

Population

The study collected data from a stratified random sample of Alberta principals. The population was stratified on the basis of designated community school or non-community school administrator. The data was analyzed in various ways and considered such population variables as:

- location of the school (eg. urban or rural)
- program of school (eg. elementary or secondary)
- classification of school (eg. designated community school or non-designated community school)

Instrument

For the purpose of the study, it was decided to employ a questionnaire format as it would allow a comprehensive selection of items. Opinions of administrators from across the province could be solicited in an effective and efficient manner. As the purposes of the study were quite in depth, the questionnaire format would allow the collection of data to occur in a method that would support analysis and comparison of the responses. It was anticipated that the respondents could readily determine the extent to which each survey item applied to the local school setting and provide an assessment as to the current and the preferred state of development.

Questionnaire Development

A questionnaire with a "semi-forced" choice format was developed in order to collect information on an attitudinal five category Likert scale basis. It was designed to include items representing a wide variety of school operations and decisions.

Two sets of twenty survey items were compiled from an informal study of school tasks and policies provided in discussions with school-based administrators and personal examination prior to the development of the questionnaire. Part I of the questionnaire was on task involvement. Part II of the questionnaire contained items on school-based decisions or policies and the five category Likert scale format was again used for both actual and preferred assessments. Furthermore, these items were classified for the purpose of reporting the findings on the basis of common characteristics.

As well, the questionnaire was designed to allow the respondents the opportunity to describe their parent community involvement and participation on a current and projected basis in response to several open-ended statements. Respondents were afforded the opportunity to provide information on each of the survey items. At the end of each section, space was provided to give the respondents the opportunity to include additional items deemed relevant to their environment, which had not been included as one of the survey items and to make final comments at the end of the survey.

It was a questionnaire designed to collect school administrator's perceptions on an actual and preferred basis relative to parental involvement in school tasks and participation in the formation of school policies. In addition, to each of the twenty policy items the respondent was asked to assess the type of decision-making process employed and according to the descriptors of the survey items, the type of parental participation for each policy item.

A Model for the Purpose of Examining the Decision-making Process

The development of a Likert scale incorporating categories which would encompass traditional or historical school based decision-making styles as well as allow for the opportunity to choose styles from a full spectrum was necessary. As each decision item was designed to provide the administrator with a focus, it would be necessary to infer that the type of decision-making process employed or preferred would reflect the administrator's knowledge about the parent body and its desire to participate. Since each survey item was considered, as Rosener (1978: p.459) stated "as a means to an end, then measurement becomes more difficult." Thus, the assessment would be quite complex.

The categories selected for the Likert scale still reflected superior/ and subordinate role relationships in that the administrator may either include or exclude any or all groups from the decision-making process. As shown in Table 1, the categories included were Benevolent autocratic, Coalition autocratic, Majority democratic, Consensus democratic, and Other, if the respondent felt that the school-based decision-making process relative to the survey item was better described in some other manner. The range for the Likert scale was quite broad in that the decision-making process could be described as being the exclusive domain of the administrator in the Benevolent autocratic style through to the category of Majority democratic in which it was assumed that the administrator had no more say in the decision than any other participant group. This latter category allows for the generation of alternatives and perhaps considerable debate or discussion before the decision is made. However, it may not be the most ideal nor practical in many decisions.

Table 1. Typology for school based decision-making

Benevolent Autocratic	Coalition Autocratic	Majority Democratic	Consensus Democratic	Other: (Respondent description)

It is important to note that the school administrator is considered as being ultimately responsible for the actions or activities occurring in the school and that the concept of any form of democratic decision-making procedure may not be the best nor be the most realistic alternative for all school-based decisions. In many situations, when democratic participation is warranted, as stated by Knoop (1985: p.8), "consensus is the ideal group decision-making procedure." However, the Likert scale for examining the decision-making process allowed the school administrator the opportunity to indicate the actual and preferred categories for the twenty decision survey items on a broad continuum. The scale also permitted examination of the findings in relation to the actual and preferred types of parental participation survey data.

A Model for the Purpose of Studying Parental Participation

In order to develop a typology of categories for parental participation it was decided to modify (see Table 2) the eight levels of participation developed by Arnstein (1969: p.217) and titled as "Eight rungs on a Ladder of Citizen Participation." The eight rungs were labelled by Arnstein as Manipulation, Therapy, Informing, Consultation, Placation, Partnership, Delegated power, and Citizen control. Arnstein classified the first two rungs as nonparticipation, the next three rungs as degrees of tokenism, and the final three as degrees of citizen power. It was decided that a modified ladder with five rungs would suffice for describing participation in schools. The five rungs were labelled Manipulated, Informed, Consulted, Partnership, and Delegated power. According to the classifications of Arnstein the first rung would be included in the category of non-participation, the next two would be classified as degrees of tokenism, and the final two rungs would be in the category labelled degrees of citizen power.

Table 2. Typology for School-based Parent Participation

Category:	Manipulated	Informed	Consulted	Partnership	Delegated Power
Level:	Non-participation	Degrees of Tokenism		Degrees of Citizen power	

Non-participation and degrees of tokenism would find the parent group unable to effectively partake in the making of the decision. The group would basically be relegated to spectator role with others controlling the method for deciding and the outcome. Arnstein even felt that Consulted was best classified as Tokenism. Even when ideas or points of view may be submitted or presented to those who have control of the final outcome, those submissions may be either used or not used. Those presenting them have no control as to what will happen

The Relationship between the Typologies of Parent Participation and School-based Decision-making

The assessment of the actual and preferred perceptions of the respondents for the typology of decision-making in relation to the typology of parent participation for each of the survey decision items will be examined to determine the degree to which there was an alignment between the two factors as to the survey decisions item. As well, the questionnaire was designed in order to clearly ascertain any shifts of perception from current to preferred in any of the survey items. See Appendix for the complete survey questionnaire.

Data Collection

Questionnaires and an explanatory covering letters were mailed to 200 school based administrators in the province of Alberta along with a self-addressed stamped return envelope. A two week return deadline was set, after which, a follow-up letter along with another questionnaire and self-addressed stamped return envelope was sent to those who had not yet responded.

Once the final report was completed, a summary report was sent to those administrators who requested it. Furthermore, at the end of the study, the method of coding for follow-up was destroyed.

Of the 200 hundred questionnaires sent, four were returned not usable. Thus, the potential sample total was 196. 140 questionnaires were returned and used in the study giving a return rate of 71%. As well, following the second notice, which included a second copy of the survey, one respondent returned a second survey. This information was not included in the study, as the respondent had previously returned the first copy that had been included in the data analysis.

Data Analysis

As the data were both descriptive and quantitatively comparative in nature, the analysis of relationships was accomplished through the use of the t-test or single classification Analysis of Variance. Chi-square analysis was used to assess the nature of dependency between actual and preferred relationship responses in a cross-tabulation format for the decision-making process and type of participation categories.

Data were reported to be significant at either $p \leq .05$ or $p \leq .01$ for the t-test or the Chi-square tests.

The comments received were compiled and reported as deemed relevant to the particular questionnaire item. Comments provided in section III of the questionnaire were used to provide an overview of the administrative perspective of parental involvement and participation in Alberta schools.

Classification of Tasks and Decision Items

In order to facilitate the reporting of the findings, a method for classifying the task and decision items was developed. There was a need to employ a method for classifying the survey items in order to relate them to either the tasks or the decisions and policies which may be embodied in any school's operations, decisions and policies.

While all survey items may not be relevant in all school settings in Alberta, each category contained several survey items from which there would be a high probability that at least some would be present in all schools.

Typology for School Tasks

A typology for school tasks was developed. In an informal examination of schools with parent volunteers it was discovered that the kinds of tasks parents worked on could be classified according to four categories. The typology of tasks for the study is not intended to be all inclusive nor restrictive. It is only meant to serve the needs of this study.

The four task categories were selected in order to provide a method of organizing the tasks included in the survey. They would allow the data accumulated in the study to be assessed and reported in a manner that would encompass many of the activities that parent volunteers do in the daily routine of any school found in Alberta. It was not expected that all the task items would be relevant in every school setting of the province, but that the categories would allow a comprehensive view of involvement.

Table 3. A Typology of School Tasks for the study of parental involvement

Category	Description	Task Item Numbers
A. Curriculum and Instructional assistance	assist students in their studies	9, 10, 11, 15, 16
B. Material preparation and Clerical assistance	school office tasks, library assistance and classroom material preparation	4, 6, 7, 8, 18
C. Special activities and events	noon-hour, out of school hour special school events	1, 3, 5, 17, 20
D. Extra-school relationships	public relations	2, 12, 13, 14, 19

Typology for School Decisions

According to Imber and Duke (1984: p.30), "A useful typology needs to encompass virtually all decisions made in schools, to divide them in a natural way and to be as simple as possible."

Thus, a modified typology of school decisions to study parental participation from the Imber and Duke (1984: p.29) model was developed. Similar to the typology for the study of parent involvement, this typology was intended to provide general applicability for classifying parent participation in any school location in the province of Alberta.

Table 4. A Typology of School Decisions for the study of parental participation

Category	Description	Decision Item Numbers
A. Curriculum and Instructional	course offerings, student evaluation, grade completion requirements	5, 7,10, 19, 20
B. Personnel	staff hiring, staff assignments	2, 3
C. Priorities and goals	school goals and objectives, awards, budget plan, school needs, and long range plans	4, 8, 12, 16, 17
D. Student conduct	discipline, lunchroom, conflict resolution policies	1, 6, 18
E. Extra-school relationships	public relations	9, 11, 13, 14, 15

As reported by Imber and Duke (1984: p.30), "no taxonomy of educational decision has yet proved its superiority. Researchers should adopt or develop a scheme suited to specific issues under study." The same may be said for the selection of a method to classify school based operational tasks. Thus, while the typologies for the tasks and the decisions parallel each other in some manner they are flexible and simple enough to accommodate the range of tasks and the range of decisions to be found in a school setting.

Any task or decision items included by the administrators were reported as items to be considered in future studies.

CHAPTER 4

Findings

In order to facilitate the reporting of the analysis of the data, a format had to be determined. The following outline has been used to report the findings.

1. Overview
2. General terminology for reporting the data analysis
3. Reporting the analysis of the demographic data
4. Reporting the analysis of the general comments regarding school setting
5. Analysis of results produced from the data for Part I Task Involvement
    a Overview: Analysis of task results by Actual and Preferred Mean Score difference
    b Individual Task data assessment by Category
        i Effect on administrative role, teaching staff, and non-teaching staff
        ii Comparison of results for significant differences based upon specific group characteristics of:
            - Designated community school group to Other respondent group
            - Urban respondent group to Rural respondent group
            - Elementary respondent group to respondent group
        iii Summary of comments
    c. Summation of Task Involvement Item Analysis
6. Analysis of results produced from the data for Part II Decision-making Participation
    a Overview: Analysis of decision or policy results by Actual and Preferred Mean Score difference
    b Individual Decision or Policy data assessment by Category
        i Effect on administrative role, teaching staff, and non-teaching staff
        ii Type of decision-making process: actual and preferred data assessments

iii Type of participation: actual and preferred data assessments

iv Comparison of results for significant differences based upon specific group characteristics of:

- Designated community school group to Other respondent group
- Urban respondent group to Rural respondent group
- Elementary respondent group to Secondary respondent group

iii Summary of comments

c. Summation of Decision or Policy Item Analysis

Overview

Following the general terminology, analysis of demographic information and the analysis of general comments regarding school setting, the findings relative to the section on task involvement are presented with an overview of the set of 20 tasks as to the actual and perceived perceptions that were found to be significantly different. Tasks with a significant difference between actual and preferred means are then presented on an individual basis with an assessment as to the actual and preferred effect on the administrative role, teaching staff, and non-teaching staff, if a significant difference between actual and preferred means for these categories was produced.

As well, an assessment of the findings with statistically significant differences for the responses of the administrators for designated community schools with other schools, urban schools with rural schools, and schools with elementary programs with those schools having secondary programs will be reported. Concluding each individual item analysis will be a summary of the comments provided by the administrators.

The findings for the section on decision-making participation will follow a similar format as that for task involvement. However, findings for the actual and preferred types of decision-making and parent participation will be added.

General terminology

During the course of the review of the literature, it was discovered that the contributors on occasion used terms in an interchangeable manner. With similar or even the same descriptors for the terms on occasion reducing the clarity of terminology, it was decided for the purpose of the study that there needed to be a clear distinction between the two terms: involvement and participation.

According to the Concise Oxford Dictionary (1964: p.641) involve means "include" and (1964: p.885) participate means "have a share in common with others". Knoop (1985: p.5) stated, "Participation is the process of joint decision-making by two or more people."

By way of example, in a school setting, a student may be involved in an activity without having the formal capacity of participating in the decision to be involved or in what he or she is involved. The student is involved (included) in the Phys. Ed. volleyball class, but may not have been invited or allowed to participate (have a share in common with others) in the process regarding the act of deciding to play volleyball. A decision likely made by the teacher in relationship to the expectations of the curriculum.

As well, neither the act of involvement nor the act of participation preclude the degree of success (achievement) and/or fulfillment (sense of worth) of the student produced by the act of playing volleyball. Intrinsically, dependant upon the individual's character or, even, the influence of the group, both acts may produce some effects relative to the degree of success and/or fulfillment in the act of playing volleyball.

The factors which affect the sense of achievement and fulfillment parents feel in their role as educational providers for their children in the school environment are interrelated with the involvement and participation opportunities available to them.

Therefore, for the purpose of reporting the findings of the study, involvement will refer to school based tasks and participation will refer to school based decision-making.

Demographics

The demographic data supplied by the respondents to Part III of the survey, was used to assemble a composite view of the Alberta school based administrator. The composite field administrator would have a mean of 11.70 years of experience as a school based administrator; would have been in the current assignment for 5.02 years, have a mean age of nearly 46 years.and acquired an average of 5.55 years of post-secondary education.

The mean school population was 358 students with 20.29 certificated staff and a total staff of 28.72.

As many of the comments were supplied by the administrators from designated community schools, the demographic data were analyzed to determine if there were any significant differences between the designated community school administrators and the non-designated community school respondents.

There were no significant differences (t-test difference of $p < .05$) found for the age, years of experience as an administrator, the number of years in current assignment, and student population. However, there were significant differences ($p \leq .01$) for certificated staff and total staff as reported by designated community school administrators. For this group it was reported that the mean number of certificated staff was 24.13 compared to a mean number of 18.91 for the non-designated community school administrators. Furthermore, the mean total staff was 35.14 for the designated community school group and 25.4 for the non-designated community school population.

In response to the question as to the current degree of parent involvement, the respondents reported that 90.9% had parent advisory or other form of parental participation. It was reported by the administrators of designated community schools that 97.9% of those schools had a parent advisory group or other form of parental participation. It appeared that the vast majority of Alberta schools have a formal organizational component in existence for parent participation.

Summary of general comments regarding school setting

In order to gather information for an overview of the school settings for parent involvement and participation in the province of Alberta, the respondents were asked to complete the following open-ended statements:

1 I would like to include the following information about my school:

2 I would describe my parent community as:

3 The ideal parent involvement for my school would be:

Using a summary of the responses, a composite format for understanding the administrative perceptions of the school setting and the concepts of parent involvement and participation was developed.

Statement 1: I would like to include the following information about my school:

Summary of Respondent Comments Regarding Information about the School:

- It is a school which responds to community needs and presumes strong parental/community involvement with a very active parent advisory committee. We serve a very diverse population.
- Even without the designation [as a Community school] the expectation that we would serve our community in the same fashion would continue to exist and we would continue to strive to achieve several components of the designated community school mandate.
- There exists a significant amount of community use of the school and it is expected that this will continue in the future. The school is a safe place for kids

where their needs are met and they personally are given opportunities to meet with success. The staff is an outstanding group of caring, dedicated professionals who go beyond the call of duty and is endeavouring to increase the involvement of the community in the total life of the school.

- We offer a full spectrum of programs that encompass programs for special needs students at both ends of the academic spectrum and follow the mandate of Alberta Education. We also offer a multi-lingual program with exposure to educational technology on a limited basis.

Responding to the type of activities in which the parent community is involved.

Summary of Respondent Comments:

- We have used parent volunteers increasingly over the years. The push for parent involvement in decision-making comes mainly from the school. There is much involvement by parents in volunteer work in the school. We have recorded well over 150 volunteers with over 350 volunteer hours being logged in the past three months. The staff is committed to increase the involvement of the community in the total life of the school.

Statement 2: I would describe my parent community as:

- On the positive side, the parent community would be described as being dedicated, concerned, involved, and generally supportive of some school activities. It has become more interested in the school since we made the effort to respond to and actively involve the parent community. It is very cooperative in its involvement and, overall, strives to make it a better school. In the matter of decisions, it tends to be very interested in the decisions taken at the school level which affect the achievement or progress of their children. It is just learning to use the power it has in the school.
- However, relative to decision-making it is interested in participating, but not being leaders in educational matters. Overall, it would be appropriate to

indicate that it would be mainly satisfied to let the school be run without much direct involvement in decision-making.

- The degree and intensity of involvement tends to fluctuate as there are many parents who are limited in their ability and their desire to participate which may be coupled with a lack of time to be here [in the school]. Overall, those who are active tend to be in the minority and often possess special interests relative to their own child's schooling. In some matters it tends to be somewhat apathetic and lacking in leadership skills which on occasions does become counter-productive to school operations.
- Sometimes factors in the home, the community and the culture prohibit much increase in involvement and participation from occurring. As the parents then become preoccupied with things other than education, they are hesitant to get involved.
- It is a quite diverse community representative of a high level of needs and expectations in the type of schooling which can be provided. It is a community comprising many cultural, ethnic, racial, and religious groups. In socio-economic terms, it is represented by people who could be classified as existing at a subsistence level to those very affluent.

Statement 3: The ideal parent involvement for my school would be:

- Overall, it would be best to have it continue like it is now. It would best be described as a partnership with all parents well informed and interested in the total operation of the school. It would be a parent advisory council with shared responsibilities in most areas and would be asked to provide advice on a wide array of topics. Parents would be active in seeking input in a majority of decisions, and would exercise their rights in a way that allows the home and the school to function as a team. Overall, parents would provide assistance in making the best learning environment possible.

- In the daily operations of the school, the ideal parent involvement would include parents volunteering freely. We would find parents being active in providing supervision and field trip support when required, providing curricular support, assisting the teachers in the classrooms, attending the advisory meetings on a regular basis and work cooperatively with staff on specific projects.

Analysis of results produced from the data for Part 1 Task Involvement of the survey

Figure 1 contains a complete listing of the survey questions that were included for the purpose of providing a comprehensive study of many tasks parents volunteer to do in the schools of Alberta. It is not expected that parent volunteers would be willing or expected to handle the complete list in all schools. As well, there may be specific or general tasks which were not included in the survey. In some cases, the respondents included additional tasks in the the space provided in the survey. These tasks are reported at the end of this section.

Task Description

Task # 1 Assisting with lunchroom supervision
Task # 2 Assisting with fundraising
Task # 3 Assisting with field trip supervision
Task # 4 Assisting with school office tasks
Task # 5 Assisting with special school projects
Task # 6 Assisting with library tasks
Task # 7 Assisting with audio-visual materials
Task # 8 Assisting with classroom tasks
Task # 9 Monitoring small group activities
Task # 10 Providing tutoring support
Task # 11 Assisting in oral reading program
Task # 12 Providing a liaison with community resources
Task # 13 Acting as a lobby group
Task # 14 Assisting with extra-curricular activities
Task # 15 Acting as a community resource
Task # 16 Supervising educational game activities
Task # 17 Assisting with school safety programs
Task # 18 Providing marking assistance to teachers
Task # 19 Assisting with school to home communications
Task # 20 Assisting with transportation activities

Figure 1 List of Survey Task Items

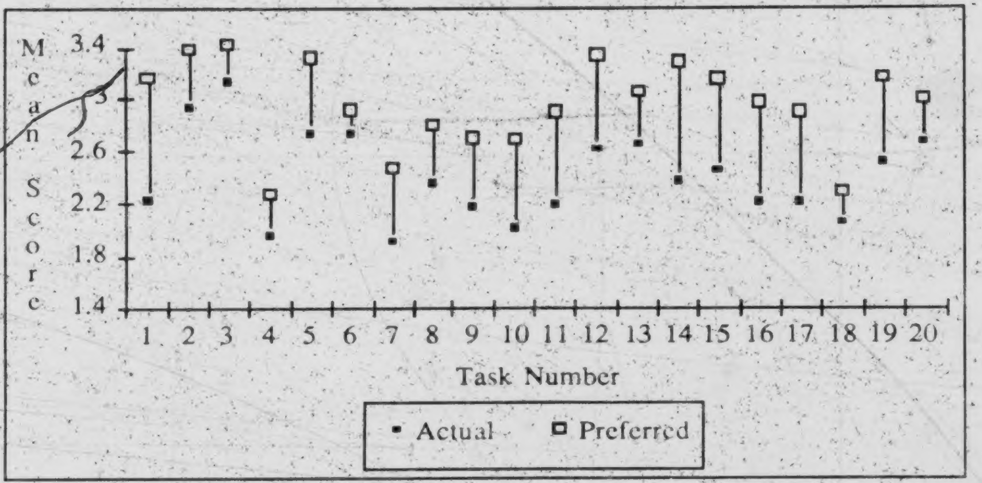
Overview: Actual and Preferred Mean Score for each Task

Figure 2. Comparison of Actual to Preferred Mean Scores for Survey Task Items

The administrators perceived a significant difference of $p < .05$ for all 20 items between the actual and preferred level of involvement. The preference in all items was for more involvement than is currently present. The five highest preferred levels were found in task items 3, 2, 12, 5, and 14 (ranked highest to lowest). According to the typology of tasks in Table 3, the five tasks were classified as Special Activities or Extra-school Relationships. In contrast, the five lowest preferred levels of involvement were found in task items 18, 4, 7, 10, and 9 (ranked highest to lowest). The five tasks were classified as Curriculum and Instructional Assistance or Material Preparation and Clerical Assistance.

The five task items with the largest difference between the actual and preferred means occurred in items, 1, 14, 16, 17, and 10. These tasks were classified Curriculum and Instructional Assistance, Special Activities or Extra-school Relationships. The five tasks with the least difference between the actual and the preferred means occurred in items 6, 3, 18, 4, and 13. The five tasks were classified Special Activities, Curriculum and Instructional Assistance, or Extra-school Relationships.

In all task survey items there were significant differences of $p < .05$ in relation to the effect created by increased parental involvement for the administrative role, the teaching staff, and all other school staff members. The analysis of the data showed the differences to be higher for the preferred level of involvement for all three groups.

Individual Task data assessment by Category

Category A. Curriculum and Instructional Assistance

Parent involvement would be directly related to working with students in the tasks of this category. Survey items; monitoring small group activities, providing tutoring support, assisting in oral reading program, acting as a community resource, and supervising educational game activities were included in this category and the effect for each item is presented in Table 5. The tasks are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 5 Curriculum and Instructional Assistance Assessment

Task Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Supervising Educational games	2.96	2.20	0.76	0.32	0.38	0.21
Assisting in Oral reading program	2.90	2.18	0.71	0.29	0.33	0.23
Acting as a Community resource	3.14	2.45	0.69	0.21	0.24	0.19
Providing Tutoring support	2.69	2.01	0.68	0.34	0.37	0.18
Monitoring small group activities	2.70	2.17	0.53	0.21	0.28	0.21

Supervising educational game activities

Respondents perceived the preferred effect of parent involvement for the task of supervising educational games to be greater than the actual effect reported. For this task the assessment results indicated that parent involvement produced the greatest positive effect both on the current basis and preferred basis for the teaching staff group.

Significant differences of $p < .05$ for the actual effect on all the administrative role, the teaching staff and the non-teaching staff groups were found when the mean scores provided by designated community school respondents were compared to the non-designated community school respondents.

However, there were no significant differences between the previously listed participatory groups.

Designated community school respondents perceived the current effect of parent involvement for this task to be more positive than did other respondents for the three participatory groups.

Comments suggested that this was an area for further development and that it is a valuable role for parents in school activities.

Assisting in oral reading program

With parents providing assistance in oral reading, the respondents perceived the actual and preferred effect on the teaching staff to be greater ($p \leq .05$) than either effect on the administrative role or the non-teaching staff.

There were ten respondents who commented on the task of parent involvement in an oral reading program. All classifications of respondent groups were represented. Several respondents commented about this task being one that required the support of the teaching staff and that it was an individual teacher's decision as to what degree parent involvement would occur. It was also noted that there were support staff members responsible for fulfilling this task and that recruitment from other outside agencies had occurred as parents were reluctant to provide this service.

In supporting parent involvement in this task, respondents commented that they would like to see such a program start or increase its operation in the school. Furthermore, it was stated that such programs provide a way of giving one to one attention and are very important for special needs students.

Acting as a community resource

Respondents perceived parents assisting as community resources to be a task with high actual and preferred effect on all other participatory groups even though the effect was perceived to be less for the non-teaching staff than either the administrative role or the teaching staff.

Significant differences of $p < .05$ for the actual effect for both the administrative role and the teaching staff were discovered when the responses provided by designated community school respondents were compared to those of the other respondents. For the administrative role, designated community school respondents perceived the actual effect to have a mean score of 4.1458 compared to other respondents' mean score of 3.807. With regard to the respondents' assessment of the effect on the teaching staff, the designated community school respondents perceived the actual effect to have a mean score of 4.2292 compared to other respondents' mean score of 3.8554. However, there was no significant difference in the preferred responses for either of the aforementioned participatory groups.

It would appear that the designated community school respondents perceived the current effect of parent involvement for this task to be more positive than did other respondents for the administrative role and the teaching staff.

There were twelve respondents who commented on parent involvement as community resources. All classifications of respondent groups were represented. Respondents from designated community schools commented that this is an expectation and that it is the responsibility of the community school coordinator to provide for the arrangements and that this activity requires team work in organizing.

Comments were generally supportive. There were more opportunities in this task for parents in elementary school settings with the teacher being the person in charge of requesting the support. Involvement was found to be beneficial and parents were an excellent resource.

Providing tutoring support

All respondents perceive the current and the preferred effect of parent involvement in providing tutoring support to be beneficial for all participatory groups.

Similar to the findings regarding the previous survey item, the teaching staff was perceived as having and to receive more positive effect with parents providing tutoring assistance for students.

There were ten respondents who commented on the task of parent involvement in tutoring activities. All classifications of respondent groups were represented. Comments were supportive of parent activity in this task with the general recognition of the need to support those students who require assistance to progress successfully with their studies.

Concerns focused on difficulties the general parent population may have in some locations in having the required training, language skills, and time in order to tutor effectively. The respondents indicated that they would investigate other volunteer groups, such as university students, retired teachers, older students, or special agencies in order to meet the needs of their students. Areas of tutoring assistance mentioned were Language Arts, Math, English as a Second Language, Speech and Language, and Native Studies programs.

Respondents also commented that changes in the type of service would be required as the needs of the students change. For example, it was commented that there was less tutoring this school term in one location, as there were fewer students requiring this service. As well, one respondent commented that , although not yet considered, this would be a good area to undertake for parent involvement in the future.

Monitoring small group activities

In regard to parent assistance in monitoring small group activities, the respondents perceived an increased positive effect on all other participatory groups, with the teaching staff perceived as receiving the highest positive effect.

A significant difference of $p < .05$ for the effect on the teaching staff was determined when the responses provided by designated community school respondents were compared to those of the other respondents. Designated community school respondents perceived the actual effect to have a mean of 4.04 compared to non-designated community school respondents mean of 3.68. However, there was no significant difference in the preferred responses. It would appear that the designated community school respondents perceived the current effect of parent involvement with regard to this task to be more positive than other respondents.

There were six respondents who commented on the task of parent involvement in monitoring small group activities. All classifications of respondent groups were represented. Comments were mixed, as some respondents found that parents tend to become more critical of staff members when personally involved in classroom activities; that involvement decreases as the children of parents progress to the higher grades and some parents avoid this task or have commitments to younger children which prevent them from getting more involved.

Other comments were supportive. It was stated that having parents monitor small group activities allows the teacher to provide more individual attention to students. For example, parent volunteers may run Arts and crafts programs, indoor and outdoor activities, or a volunteer noon hour program.

Category B. Material preparation and Clerical assistance

Survey items; assisting with school office tasks, assisting with library tasks, assisting with audio-visual materials, assisting with classroom tasks, and providing marking assistance to teachers were included in this category and the effect for each item is presented in Table 6. The tasks are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 6 Material preparation and Clerical assistance

Task Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin role	Teach .Staff	Non-teach. Staff
Assist with Audio-visual materials	2.46	1.90	0.56	0.21	0.31	0.27
Assist with Classroom tasks	2.80	2.36	0.44	0.15	0.1613	0.14
Assist with school office tasks	3.27	1.96	0.31	0.21	0.21	0.25
Provide marking assistance to teaching staffing	2.29	2.06	0.23	0.14	0.27	0.11
Assist with library tasks	2.92	2.74	0.18	0.24	0.29	0.27

Assisting with audio-visual materials

Parent involvement in the area of providing assistance in the use of audio-visual materials was perceived by the respondents to produce a positive effect on all other participatory groups, with the teaching staff group receiving the greatest benefit and the non-teaching staff group next.

Significant differences for the actual and preferred effect on both the teaching group of $p < .01$, and the non-teaching staff group of $p < .05$, along with the administrative role of $p < .01$ were determined when the responses provided by elementary school respondents were compared to those of the secondary school respondents. For the actual effect on the teaching group, elementary school respondents perceived the effect to have a mean score of 3.65 compared to a mean score of 3.28 of the secondary school respondents. As well, for the actual effect on the non-teaching staff group, elementary school respondents perceived the effect to have a mean score of 3.54 compared to a mean score of 3.20 of the secondary school respondents. When the responses for urban and rural respondents were analyzed, a significant difference for the non-teaching staff group was determined for the actual effect of parental assistance with audio-visual materials. The mean score for the urban respondents was 3.53 compared to the rural respondents' mean score of 3.23.

For the actual effect on the administrative role, elementary school respondents perceived the effect to have a mean score of 3.53 compared to a mean score of 3.17 of the secondary school respondents.

For the preferred effect on the teaching staff, the analysis of the elementary school respondents' perceptions resulted in a mean score of 3.96 compared to a mean score of 3.60 for secondary school respondents producing a significant difference of $p < .05$ and the preferred effect of parent involvement with regard to library tasks perceived by the elementary school respondents resulted in a mean score of 3.81 compared the responses of secondary school respondents producing a mean score of 3.50 effect.

Furthermore, elementary school respondents perceived the preferred effect on the administrative role to have a mean score of 3.70, while responses from secondary Alberta school respondents produced a mean score of 3.44 in regard to parent involvement in the assistance with audio-visual material tasks.

It would appear that the elementary school respondents perceived the actual and preferred effects of parent involvement with regard to this task to be currently more positive than secondary school respondents for the three participatory groups.

There were fourteen respondents who commented on parent involvement in the preparation of audio-visual materials with several comments reflecting the suggestion that this area is the responsibility of the school's support staff as they are either trained or more familiar with the equipment. It is the responsibility of the teacher to assign the task to volunteers.

Other respondents commented that there were some parents capable and willing when called upon. Others stated that there were times when requests were made, but there was no volunteering, but further requests would continue to be made. In schools where student clubs performed this duty, it was suggested that it would be helpful to have volunteers share the supervision of the club with staff members.

Assisting with classroom tasks

Respondents perceived the effect of parent involvement in classroom tasks to produce greater positive results for classroom teachers than either the non-teaching staff group or the administrative role in both actual and preferred assessments. However, the preferred increase was lower than any of the other tasks in this classification.

Significant differences for the actual effect for both the teaching staff and the non-teaching staff group were produced. Elementary school respondents perceived the actual effect with a $p < .05$ to have a mean score of 3.78 compared to a mean score of 3.5 for the secondary school respondents for the non-teaching staff group. A mean score of 4.14 for elementary school respondents was produced compared to a mean score of 3.79 for secondary school respondents for the teaching staff group with a $p < .05$.

As well, significant differences for the preferred effect with a $p < .01$ on both the teaching group and the non-teaching staff group along with administrative role were determined when the responses provided by elementary school respondents were compared to those of the secondary school respondents. For the preferred effect on the non-teaching staff group, elementary school respondents produced a mean score of 3.95 compared to a mean score of 3.64 of the secondary school respondents. For the administrative role, the elementary school respondents perceptions resulted in a mean score of 4.09 compared to the responses of secondary school respondents producing a mean score of 3.87. Furthermore, elementary school respondents perceived the preferred effect on the teaching staff to have a mean score of 4.30, while responses from secondary Alberta school respondents produced a mean score of 4.00 in regard to parent involvement for classroom task assistance.

It would appear that the elementary school respondents perceived the actual and preferred effects of parent involvement with this task to be more positive than secondary school respondents for the administrative role, the teaching staff group, and the non-teaching staff group.

There were fourteen respondents who commented on parent involvement in classroom activities. The comments were mixed. Some respondents found there were some limitations to be considered. Involvement was reported to be at a higher level in the early grades and decreased appreciably as grade levels increased.

Respondents commented that the main factor in involvement was the relationship between the teacher and the parents. One comment reflected positively that over one third of the parent population were involved in classrooms weekly. Another respondent commented that some teachers get volunteers while others have difficulty in getting parents to volunteer.

Assisting with school office tasks

Respondents perceived a positive effect for actual and preferred involvement of parents in school office tasks. The increase in preferred over actual was slightly greater for the non-teaching staff group than either the administrative role or the teaching staff group. The preferred levels for all three groups were similar.

Significant differences with a $p < .05$ for the actual effect on the teaching group and preferred effect on both the teaching group and the administrative role were discovered when the responses provided by elementary school respondents were compared to those of the secondary school respondents. For the actual effect on the teaching group, elementary school respondents perceived the effect to have a mean score of 3.71 compared to a mean score of 3.45 of the secondary school respondents.

With regard to the respondents' assessment of the preferred effect on the teaching staff, the elementary school respondents' perceptions resulted in a mean score of 3.96 compared to the responses of secondary school respondents producing a mean score of 3.66. Furthermore, elementary school respondents perceived the preferred effect on the administrative role to have a mean score of 3.97, while responses from secondary Alberta school respondents produced a mean score of 3.66 in regard to parent involvement in the school office tasks.

It would appear that the elementary school respondents perceived the preferred effect of parent involvement with regard to this task to be currently more positive than did secondary school respondents for the administrative role and the teaching staff group.

There were seventeen respondents who commented on parent involvement in providing office support. The comments were mixed. Some respondents found little success. Others said that there were limited opportunities due to there being limited space or hired staff being able to handle the entire workload.

Others commented that some assistance could be used, but that the tasks must be selective and specific, such as school absentee check, duplicating, typing, and preparation of materials. Coordination of the volunteers and the assignment of responsibilities was to be handled by the office staff.

Respondents who expressed great satisfaction with the results commented on the specific qualities of the individual volunteers with friendliness and positive attitudes being the most common ones.

Providing marking assistance to teachers

Respondents perceived parent assistance in marking student work to be somewhat less positive than most other tasks in this classification. The teaching staff group was perceived to gain greater positive effect with parent involvement than the other participatory groups.

Once again significant differences with a $p < .01$ for the actual and preferred effect for all three groups were determined when the responses provided by elementary school respondents were compared to those of the secondary school respondents. For the actual effect on the teaching group, elementary school respondents perceived the effect to have a mean score of 3.73 compared to a mean score of 3.13 for the secondary school respondents. As well, for the actual effect on the non-teaching staff group, elementary school respondents perceived the effect to have a mean score of 3.43 compared to a mean score of 3.07 for the secondary school respondents. Then, for the actual effect on the administrative role, elementary school respondents perceived the effect to have a mean score of 3.55 compared to a mean score of 3.07 for the secondary school respondents.

With regard to the respondents assessment of the preferred effect on the teaching staff, the elementary school respondents perceptions resulted in a mean score of 4.04 compared with the responses of secondary school respondents producing a mean score of 3.35. The preferred effect of parent involvement in marking tasks perceived by the elementary school respondents in relationship for the non-teaching staff group resulted in a mean score of 3.55 compared to the responses of secondary school respondents producing a mean score of 3.16. Furthermore, elementary school respondents perceived the preferred effect on the administrative role to have a mean score of 3.71, while responses from secondary school respondents produced a mean score of 3.19 for parent involvement in the classroom marking tasks.

It would appear that the elementary school respondents perceived the actual and preferred effects of parent involvement with this task to be currently more positive than secondary school respondents for the administrative role, the teaching staff group, and the non-teaching staff group.

There were six respondents who commented on parent involvement in providing marking assistance. The comments were mixed. Some respondents were not supportive of parent involvement and felt that teachers should limit the requests for involvement with marking.

Others stated that involvement varies from teacher to teacher and that it produces positive effects in most cases, but that it depends on the parent.

Assisting with library tasks

Respondents perceived similar positive effects for parent involvement in library tasks for the non-teaching staff group and the teaching staff group followed by the administrative role, with increased positive results preferred for all three groups.

There were eleven respondents who commented on parent involvement in library tasks. The comments were mostly supportive. Reported tasks included carding of library and reading. Respondents generally saw this as an area where increased activity could occur.

Category C. Special Activities

Survey items; assisting with lunchroom supervision, assisting with field trip supervision, assisting with special school projects, assisting with school safety programs, and assisting with transportation activities were included in this category and the effect for each item is presented in Table 7. The tasks are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 7 Special Activities Assistance

Task Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Assist: lunchroom supervision	3.17	2.22	0.95	0.82	0.95	0.82
Assist: school safety programs	2.89	2.21	0.68	0.35	0.22	0.18
Assist: special school projects	3.31	2.74	0.57	0.23	0.22	0.16
Assist: transportation activities	2.99	2.66	0.33	0.24	0.20	0.16
Assist: field trip supervision	3.41	3.13	0.28	0.19	0.16	0.15

Assisting with lunchroom supervision

Respondents, who recognized the school role in providing lunchroom care for their students, assessed a quite noticeable positive increase in preferred results with parental involvement in the task of lunchroom supervision for all groups. The teaching staff group received the greatest increase.

There were 37 respondents who commented on parent involvement in providing lunchhour supervision. The comments were mixed as some respondents found little need for parent volunteers with staff providing the service or the district providing funding for hiring supervisors. Some respondents found no need for lunchroom supervision volunteers as the students did not have lunch at school. Others stated the school was required to provide a lunchroom program, but not as a necessity.

The concept of hired supervisors was generally supported as consistency of expectations for behavior would result.

Parent volunteers were seen as supporters for supervision, but not independent in scope.

Assisting with school safety programs

More of an increased positive effect on the administrative role than the other participatory groups with parental assistance in school safety programs was perceived.

Rural school respondents perceived the actual effect with a $p < .05$ on the non-teaching staff group to have a mean score of 3.46, while responses from urban Alberta school respondents produced a mean score of 3.17 in regard to parent involvement in school safety programs.

There were seven respondents who commented on parent involvement in providing school safety program support. The comments reflected the roles that parents play in the community relating to their support to the safety programs. For example, if a parent worked as a fire chief or a bus driver then they could provide information for the students. Indirectly, parents who serve as Block Parents are seen to support the school's safety programs.

Assisting with special school projects

In regard to special school projects, even though the actual preferences were quite positive, respondents perceived greater benefit for all groups, especially the teaching group with parent involvement.

There were fifteen respondents who commented on parent involvement in providing special project support. The comments as to the degree of involvement were mixed. Some respondents found little more than attendance as the way of support.

Others stated the volunteers need considerable direction and demand too much attention in the tasks. Other respondents found volunteers sharing the workload produced superior results.

Assisting with transportation activities

In regard to parents assisting in transportation activities, respondents perceived a greater actual positive effect on the teaching staff than the other participatory groups. The non-teaching school staff group was perceived as gaining the least positive effect from parent involvement in this task.

There were twelve respondents who commented on parent involvement in providing transportation support. The comments were mixed as some respondents found little basis for involvement as it would contravene the intent of board policy. As well, the problem of liability was mentioned. However, some respondents said that when permitted and provided the support is successful and beneficial.

Assisting with field trip supervision

In relationship to the task of parents providing assistance with field trip supervision, respondents assessed the teacher group as receiving the most benefit on both the actual and preferred basis. Respondents other than rural respondents indicated that parent involvement would benefit the teaching staff more than any other group. Rural respondents perceived the effect to be greater on both an actual and preferred basis for the administrative role.

Significant differences between urban and rural respondents were produced in both the actual with a $p < .05$ and the preferred with a $p < .01$ assessments of the respondents in relationship to the administrative role.

Rural school respondents perceived the actual effect on the administrative role to have a mean score of 4.00, while responses from urban Alberta school respondents produced a mean score of 3.71 in regard to parent involvement in field trip supervision duties. As well, rural school respondents perceived the preferred effect on the administrative role to have a mean score of 4.20, while responses from urban Alberta school respondents produced a mean score of 3.94 in regard to this task.

There were sixteen respondents who commented on parent involvement in providing filed trip supervision. The comments were mixed as some respondents found that support decreases with the number of years in school for the children. Several comments were made suggesting that without parental support there would be fewer field trips taking place and that support in transporting and supervising school teams in tournament play was essential.

It was also stated that a professional staff member was required to be in charge. Often it was the responsibility of the individual teacher to contact and to make arrangements with the volunteers, but with parent volunteers a lower adult to student ratio resulted.

Category D. Extra-school Relationships

Survey items; assisting with fundraising, providing a liaison with community resources, acting as a lobby group, assisting with extra-curricular activities, and assisting with school to home communications were included in this category and the effect for each item is presented in Table 8. The tasks are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 8 Extra-school relationships Assistance

Task Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Assist: Extra-curricular activities	3.29	2.38	0.91	0.45	0.50	0.36
Provide: community resource liaison	3.32	2.62	0.71	0.30	0.30	0.24
Assist: school-home communications	3.16	2.52	0.65	0.30	0.31	0.26
Assist with fundraising	3.39	2.9385	0.45	0.38	0.52	0.38
Act as a lobby group	3.06	2.65	0.41	0.33	0.35	0.25

Assisting with extra-curricular activities

With parent involvement in the task of extra-curricular activities respondents perceived the preferred effect on the teaching group relative to be the most beneficial followed closely by the preferred effect on the administrative role.

There were 13 respondents who commented on parent involvement in providing support in extra-curricular activities. The comments were usually positive. Some respondents found parent assistance in coaching, year book production, mini-options to be very worthy. Several respondents desired increased parent involvement with this task.

Providing a liaison with community resources

Similar to the results in the previous task, respondents perceived parent involvement in the task of liaisoning with community resources to be quite beneficial especially for the teaching group and in relation to the administrative role.

There were 18 respondents who commented on parent involvement in providing a liaison with the community. The comments were mixed as some respondents found little progress in this area in their school, while others have made it a school priority with parents being a valuable resource.

Assisting with home to school communications

The preferred effect of parent involvement in school to home communications was similar for all three participatory school groups. The benefit for the administrative role was perceived as slightly greater than the benefit attained by the other groups by the respondents with parent involvement.

There were 17 respondents who commented on parent involvement with school to home communications. It was suggested that the type of involvement may include producing newsletters, or serving on a phoning committee. Most comments were supportive.

Assisting with fundraising

Parental involvement in fundraising was perceived to be quite positive for all participatory groups. The greatest increase was reported for the teaching staff. The administrative role was perceived to attain the highest preferred level.

Twenty-nine respondents commented on parent involvement in fundraising. The comments were varied. Some respondents found it not permitted in their locale. Others felt it was the responsibility of either the administration or teaching staff. It was viewed by many as a shared responsibility in that management of the books and determination as to the type of fundraising was the responsibility of either the administration or the teaching staff.

Acting as a lobby group

Respondents perceived the parent body to be quite involved in being a lobby group for the school. The preferred effect was higher for all three participatory groups. The highest level was reported for the administrative role followed by the teaching staff.

Significant differences for the actual effect with a $p < .05$ on both the administrative role and the teaching staff were reported by designated community school respondents. For the administrative role, Designated community school respondents perceived the actual effect to have a mean score of 4.04 compared to other respondents' mean score of 3.7. Relative to the teaching staff group, designated community school respondents perceived the actual effect to have a mean score of 3.92 compared to non-designated community school respondents' mean score of 3.48.

However, there were no significant differences in the preferred responses for either group. It would appear that the designated community school respondents perceived the current effect of parent involvement with regard to this task to be more positive than non-designated community school respondents.

There were 17 respondents who commented on parent's providing lobby group support. The comments were varied. Some respondents reported its development very time consuming, the parent group lobbying for change that would not benefit the school, or lobbying for change counterproductive to the school's policy, or having the potential to backfire. As well, some respondents felt that parent group lobbying may do things not supported by the staff.

However, the respondents did report that the parent group can get the things that are required

Category E . Other Tasks Suggested by the Respondents

Task A. Providing parenting courses

It was suggested that it is quite often required, but often low in attendance.

Task B. Attending Interviews

It was suggested that such time and energy is spent in encouraging or adjusting schedules to assist parents in coming out. Perhaps it should be a requirement.

Summation of Task Involvement Analysis

Upon completing the analysis of Part I Task Involvement of the survey, it was discovered that the respondents perceived positive results with increased parental involvement for all of the task items. However, it should be noted that the effect of such task involvement was perceived on occasion to produce differing degrees of effect for the three other participatory groups listed in the study. Therefore, given the group dynamics of the school organization and climate the degree of parent involvement in any school may effect the results that such involvement may produce. It is important that the school administrator determine the degree and the type of involvement for successful relationships to continue at the school level. Figure 3 displays an example where task involvement would produce equal effect for the administrative role, and both the teaching and non-teaching staff. According to the Charts for Task Involvement by Category in the Appendix, either assisting with school office tasks or library tasks would closely match such equilateral balance. In all other instances, the balance has been preferred by the respondents to be less aligned. However, this may be the most effective mode of operation. The administrator needs to be aware of the alignment and assess the effectiveness relative to the entire operations of the school. If required, the administrator may need to readjust the balance by such techniques as requesting more or less parent involvement or gaining a commitment from the staff to adjust its activities.

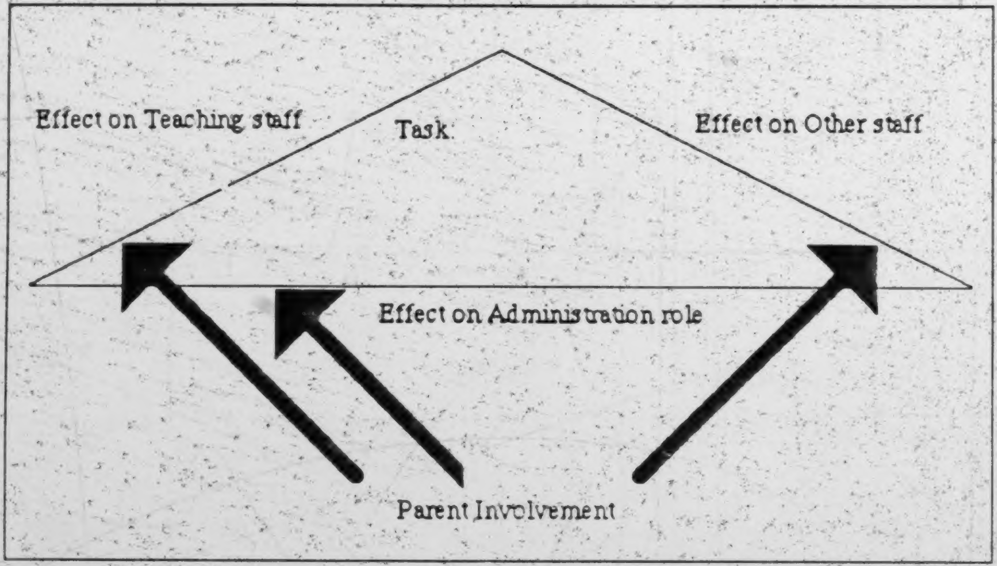

Figure 3. Parent Involvement: effect on other participatory groups

The respondents perceived positive effects for the administration, the teaching staff and the non-teaching staff with a higher degree of parent involvement in future school operations. Although all three groups were deemed to acquire a greater positive effect than is currently present, the increase for the teaching staff was more often higher than either the administration or the non-teaching staff.

In any given school task the degree of parent involvement will produce an effect on the other participant groups. From the perceptions of the respondents an increase in the degree of parental involvement in school tasks was discovered. Furthermore, the effect of involvement on the other participatory groups was perceived in a positive manner.

In order to determine areas for involvement in future school tasks the difference between the mean scores for the actual level of involvement and the preferred level of involvement for the 20 tasks was determined. However, for the purpose of summation, the top five tasks in each category will be studied here. The Appendix contains a complete list of the charts by classification with the difference between the actual and preferred means for the administrative role, the teaching staff, and the non-teaching staff.

Table 9 contains the top five ranked survey tasks having the greatest difference between the preferred level of parent involvement and the actual level of involvement and their classifications. It would seem that these tasks or ones that are similar may be areas that administrators perceive the greatest potential for further involvement.

Table 9. The five Tasks ranked highest according to Mean Score Difference

Survey item	Classification
1. assisting with lunchroom supervision	Extra-school relationships
2. assisting with extra-curricular activities	Extra-school relationships
3. assist with educational games activities	Learning activities
4. assisting in oral reading program	Learning activities
5. provide a liaison with comm. resources	Extra-school relationships

In the analysis of the information provided by the respondents the relationship between the parent involvement factor and the administrative, teaching and non-teaching staff groups were studied in order to determine the effect the respondents perceived such involvement had for these groups. Working together to provide the best opportunities for learning and fulfillment in the school setting for the students should be included in the main purposes of schooling. The tasks with the greatest difference between the Actual and Preferred Means would seem to be those that the respondents find to have the highest potential to produce the most effective working relationships.

Tables 10, 11, and 12 display results for the five tasks with the highest difference between actual and preferred means for the effect on the administrative role, and the teaching and non-teachng staffs. In each table, the top three tasks are the same. It would appear that parent involvement in these Extra-school tasks would be important and effective. For the administrative role and the teaching staff providing tutoring support appears to be an important Learning activity task. For the non-teaching staff, tasks for parent involvement would be effective in Clerical and Material preparation activities. In addition, the respondents perceived positive results for the administrative role with parents assisting in school safety programs. As well, it was preceived there would be positive results for the teaching staff with parent involvement in supervising educational games.

Table 10. The top five Tasks according to highest Mean Score difference for the Admin. role

Survey item	Classification
1. assisting with lunchroom supervision	Extra-school relationships
2. assisting with extra-curricular activities	Extra-school relationships
3. assisting with fundraising activities	Extra-school relationships
4. assisting in school safety programs	Special activities
5. providing tutoring support	Learning activities

Table 11. The top five Tasks according to highest Mean Score difference for the Teaching staff

Survey item	Classification
1. assisting with lunchroom supervision	Extra-school relationships
2. assisting with fundraising activities	Extra-school relationships
3. assist with extra-curricular activities	Extra-school relationships
4. supervising in educational games	Learning activities
5. providing tutoring support	Learning activities

Table 12. The top five Tasks according to highest Mean Score difference for the Non-teaching staff

Survey item	Classification
1. assisting with lunchroom supervision	Extra-school relationships
2. assisting with fundraising activities	Extra-school relationships
3. assist with extra-curricular activities	Extra-school relationships
4. assisting with library tasks	Clerical & material preparation
5. assisting with audio-visual materials	Clerical & material preparation

Analysis of results produced from the data for Part II Decision-making Participation of the survey

Figure 4 has a complete listing of the survey items that were included for the purpose of providing a comprehensive list of many school decisions or policies related to the activities of the schools of Alberta. It is not expected that parents would be willing or expected to participate in the formation of the complete list of policies or decisions. Schools may not have policies in place for some of the decisions nor be expected to set a policy. The schools' districts may feel that it is the responsibility of the Board or the District Administration to set such policy. Opportunity to include additional school-based policies was provided for the respondents

	Decision or Policy Description
Decision # 1	Lunchroom policy
Decision # 2	Staff hiring policy
Decision # 3	Staff assignment policy
Decision # 4	School goals and objectives policy
Decision # 5	Student evaluation policy
Decision # 6	Student discipline policy
Decision # 7	Curricular program policy
Decision # 8	School-based budget plan
Decision # 9	Parent involvement policy
Decision # 10	Co-curricular policy
Decision # 11	Extra-curricular policy
Decision # 12	Awards policy
Decision # 13	School's hours/days of operation policy
Decision # 14	Use of school in non-instructional hours policy
Decision # 15	Fundraising policy
Decision # 16	Determination of school's needs
Decision # 17	Determination of school's long range plans
Decision # 18	Determination of school's conflict resolution plan
Decision # 19	Determination of school's subject time allocations
Decision # 20	Determination of school's grade completion policy

Figure 4. List of Survey Decision or Policy Items

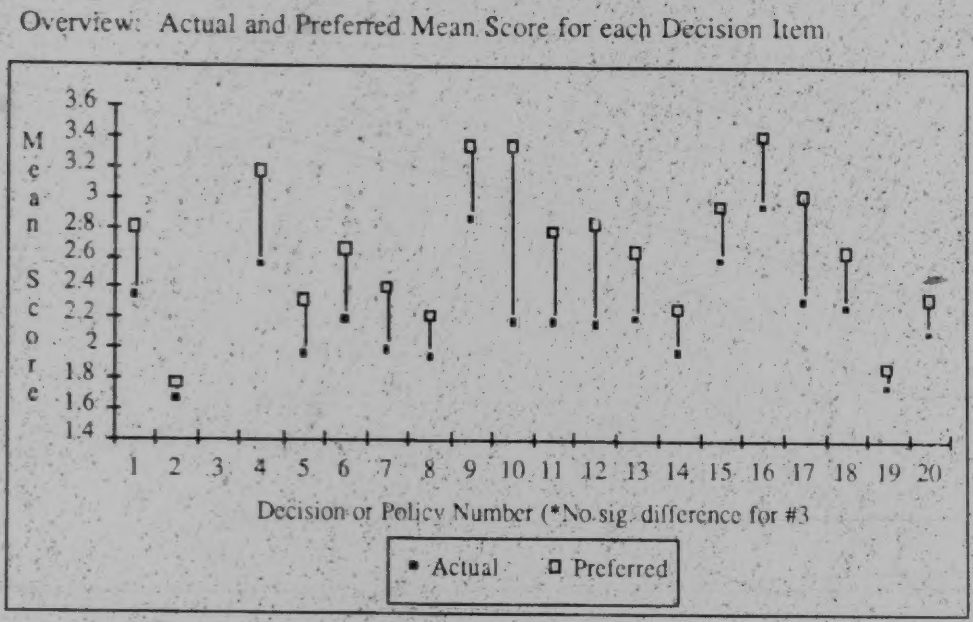

Figure 5. Comparison of Actual to Preferred Mean Scores for Survey Decision Items

The administrators perceived a significant difference of $p < .05$ for all except number 3, staff assignment policy or decision, of the 20 items between the actual and preferred level of participation with a higher score with the preferred means of the other 19 decision items. The five highest preferred levels of participation were found in decision items; 16 9, 4, 15, and 1 (ranked highest to lowest). According to the typology of decisions in Table 4, the five decisions or policies were classified, Priorities and Goals, Extra-school Relationships, or Student Conduct. In contrast, the five lowest preferred levels of participation were found in decision items; 2, 19, 8, 5 and 14 (ranked highest to lowest). According to the typology of decisions in Table 4, the five items were classified, Personnel, Curriculum and Instruction, Priorities and Goals, and Extra-school Relationships.

The five decision survey items with the most pronounced increase from the actual level to the preferred level of participation occurred in items; 10, 17, 12, 11, and 4 (ranked highest to lowest). According to the typology of decisions in Table 4, the five decision or policy items were classified, Priorities and Goals, Curriculum and Instruction, and Extra-school Relationships. The five decision items with the lowest level of increase from the actual to the preferred level of assessment occurred in items; 2, 19, 14, 8, and 15 (ranked highest to lowest). According to the typology of decisions in Table 4, they were classified, Personnel, Extra-school Relationships, Curriculum and Instruction, and Priorities and Goals.

In all decision items, except item 3, staff assignment policy, there were significant positive differences discovered as to the effect created by increased parent participation in the school-based activities of the administrative role, the teaching staff, and all other school staff members.

Individual Decision or Policy data assessment by Category

Category A. Curriculum and Instructional Assistance

Survey items; student evaluation policy, curricular program policy, co-curricular policy, determination of school's subject time allocations, and determination of school's grade completion policy were included in this category and the effect for each item is presented in Table 13. The decision items are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 13 Curriculum and Instruction Decision Item Analysis

Decision or policy Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Co-curricular policy	3.34	2.16	1.18	0.34	0.31	0.23
Curriculum program policy	2.39	1.98	0.41	0.26	0.25	0.18
Student evaluation policy	2.31	1.96	0.35	0.19	0.23	0.08
Grade completion policy	2.33	2.09	0.23	0.31	0.37	0.1875
Time allocations for each subject policy	1.87	1.75	0.13	0.11	0.07	0.10

Co-curricular policy

Quite a difference in effect for the three groups from the actual effect level of parent participation to the preferred level of participation with the school's co-curricular policy was expressed by the respondents. The administrative role was assessed as receiving a slightly greater effect.

The Consensus democratic decision-making process was perceived to be the type of process most often currently used in regard to the formation of the school's co-curricular policy. It was perceived as being the most preferred process, as well. While the respondents who perceived the category of Benevolent autocratic as the actual process used, shifted in the preferred selection to either Coalition autocratic, Majority democratic, or Consensus democratic.

The respondents tended to shift toward Consulted or Partnership in the preferred type of parental participation. This aligns very effectively with the decision-making process of Consensus democratic for the formation of the school's co-curricular policy.

Only one respondent commented on parent participation with the school's co-curricular program policy. The respondent suggested that the type of participation was somewhat negative in that the input took the format of demands and the demands were made without consideration of either staff or facilities.

Curricular program policy

The administrative role and the teaching staff were perceived to be effected similarly by the increase in parent participation in the formation of the school's curricular program policy, while the non-teaching staff remained the least effected.

Respondents were divided as to the actual type of decision-making process perceived between Benevolent autocratic, which had the highest actual level, Consensus democratic, and Coalition autocratic. Respondents did shift in their preference toward a Consensus democratic process, with Benevolent autocratic decreasing in its selection as the preferred type of decision-making process for the formation of the school's curricular program policy.

The actual type of parental participation was perceived as being either Informed or Consulted. The latter is perceived as the preferred type of parental participation. While Partnership nearly doubled in the number selecting it as the preferred type, it was still lower than either Informed or Consulted.

With the preferred type of decision-making process being Consensus democratic it would appear that any movement toward a greater degree of Partnership would be readily accommodated.

There were 16 respondents who commented on parent participation with the school's curricular program policy. Comments suggested that the degree of participation was framed within the curriculum plan provided by Alberta Education and the local board and district administration. It was deemed a professional responsibility

However, some respondents reported that when there is the opportunity for input, it is taken. For example, some aspects of the Health curriculum or the options offered in Junior High provide the opportunity for parent participation.

Student Evaluation Policy

The administrative role and the teaching staff were perceived to be effected similarly by the increase in parent participation for the formation of the school's student evaluation policy, while the non-teaching staff were the least effected.

Although the preferred decision-making processes of Benevolent autocratic and Coalition autocratic remained fairly consistent with their actual assessed levels, a slight shift was noticed toward a Consensus democratic process for the preferred participation of parents in regard to the school's student evaluation policy.

While the preferred level of Partnership for the type of parent participation did increase in percent, Consulted became the highest preferred choice of participation. Manipulated and Informed decreased from the actual levels. There appears to be some reluctance on the part of the respondents to alter the decision-making process to accommodate parent participation at a higher level according to Arnstein's Ladder of Citizen Participation. Administrators for the most part still view this as a decision item with limited parent participation.

There were 13 respondents who commented on parent participation in the formation of the school's student evaluation policy. It was suggested that the degree of participation might be limited by the Board or the professional staff. It was suggested that student evaluation was a professional responsibility. Some respondents gathered parental input through the progress interviews or on the report cards and from survey results. Others said they are in the process of gathering general input and would consider this information while setting the evaluation policy.

Respondents did have concern about the degree of difficult in achieving consensus while being able to respond to individual needs.

Determination of school's grade completion policy

Respondents perceived a greater effect on the teaching staff than the other groups with increased parental participation in the formation of the school's policy regarding grade completion. The administration was perceived to be slightly more effected with increased participation.

Although the actual decision-making process was perceived to be Benevolent autocratic and it still remained the most preferred choice, there was a noticeable shift in preference to Coalition autocratic and Consensus democratic by many respondents.

While the respondents viewed Informed as the type of parental participation currently used the most, there was a shift by the respondents to Partnership as the preferred type of participation. It equaled the preferred choice of Informed for parent participation in the formation of the school's grade completion policy.

There would appear to be some difficulty for parent participation to occur effectively as the preferred decision-making choice was mixed between Benevolent autocratic and Consensus democratic, as was the preferred participation type between the classifications of Informed and Partnership. It would be expedient for the administrator to assess the school policy formation environment to determine the appropriate match.

There were ten respondents who commented on parent participation with the school's grade completion policy. Comments suggested that this was an area for decision on an individual student/family basis, when required. Otherwise, the teaching staff knows best. In cases where there is disagreement the school board has a method for deciding.

Determination of school's subject time allocations

Of all the decision items classified under the category of Curriculum and Instructional Assistance the respondents perceived this item as having the least effect on either of the staffing groups or the administrative role.

The respondents still perceived the decision process for determining the time allocated to each subject as being basically an administrative decision in the category of Benevolent autocratic. However, there was an increase in the preferred level for Coalition autocratic.

Although the type of Consulted doubled in selection from actual to preferred, the respondents still overwhelmingly preferred parent participation to be in the Informed category.

There were 14 respondents who commented on parent participation with the school's policy for the allocation of time per subject. Comments suggested that the degree of participation was very limited. It is a policy set by Alberta Education for the most part. Comments indicated that participation would be quite limited as most parents would not be in a position to have access to the information to help formulate a quality decision.

Category B. Personnel

The survey items; staff hiring policy and staff assignment policy were included in this category. The results for only item 2 are presented in Table 14, as there was no significant difference found for decision item 3 between the actual and preferred levels of participation.

Table 14. Personnel Decision Item Analysis

Decision or policy Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Staff hiring policy	1.76	1.66	0.10	0.18	0.17	0.18

Staff hiring policy

The respondents perceived similar preferred effect increases for all of the participatory groups in regard to increased parental participation in the formation of the school's staff hiring policy. It was perceived that parent participation would have more effect on the administrative role

While only somewhat reduced from the actual level, the preferred choice remained as Benevolent autocratic. It appears that the respondents tend to perceive the policy of staff hiring to be subject to administrative control.

The type of parental participation preferred by the majority of respondents continued to be Informed with a slight shift in preference toward Consulted. Both types preclude much interactive participation by parents in the formation of the school policy regarding staff hiring. Input by the parent group would be minimal at best.

There were 24 respondents who commented on parent participation with the school's staff hiring policy. Comments indicated that parent participation would be extremely limited at best. It was felt to be a district decision. Participation was by some respondents seen to be best at the interview stage. Other respondents indicated that staff did not see participation as valuable for this decision and that it could be unwieldy and open to "politics".

Category C. Priorities and Goals

Survey items; school goals and objectives policy, school-based budget plan, awards policy, determination of school's needs, and determination of school's needs were included in this category and the effect for each item is presented in Table 15. The decision items are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 15. Priorities and Goals Decision Item Analysis

Decision or policy Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Long range plans	3.01	2.32	0.69	0.27	0.25	0.25
Awards policy	2.83	2.16	0.67	0.23	0.23	0.12
School goals or objectives	3.17	2.55	0.62	0.87	0.24	0.19
School needs	3.45	2.93	0.48	0.26	0.26	0.19
School-based budget plan	2.21	1.95	0.26	0.16	0.15	0.15

Determination of school's long range plans

Although somewhat lower, results for this survey item are similar to the perceptions on the previous survey item. Respondents perceived a greater positive effect on the administrative role with parent participation in the formation of the school's long range plan than on the other participatory groups.

Respondents did perceive Partnership to be the most used and the most preferred type of decision-making process.

Responses were quite evenly distributed between Informed, Consulted, and Partnership as to the current type of parent participation used in schools regarding the development of long range plans. Respondents indicated a higher degree of preference for Partnership and Consulted in the future development of long range plans.

Once again, it would appear that the formation of this policy supports parent participation in an active mode.

There were 11 respondents who commented on parent participation in the development of the school's long range plans. Comments were mixed. Some respondents suggested that participation should be limited at best, while others saw participation as valuable and were moving to increase it. The general format was participation through the parent advisory with a quite formal process.

Awards policy

Respondents viewed the increased positive effect on the administrative role and the teaching staff to be nearly the same with the effect on the non-teaching staff being positive, although somewhat less in both the actual and preferred perceptions in regard to the formation of the school's awards policy.

More respondents perceived the current decision-making process to be Consensus democratic. It continued to gain as the preferred decision-making process for the formation of the school's awards policy. The classification of Majority democratic as the preferred process nearly doubled in number. Coalition autocratic remained constant in preference with Benevolent autocratic losing preference as a preferred process.

More respondents perceived Partnership as the preferred type of parental participation for the formation of the school's awards policy than any of the other types. However, Consulted and Informed classifications continued to be preferred by many respondents.

The expectation that participants in the formation of the school's awards policy will be satisfied in being either Informed or Consulted may not produce the results or the support expected, if either process is used.

There were significant differences produced between some of the classifications of respondents in regard to the awards policy survey item.

While no significant difference between urban and rural respondents for the preferred type of parent participation occurred, there was a significant difference ($p < .05$) in the current type of participation. Although closely matched in their perceptions as to the type of Informed, urban and rural respondents were quite different in the classifications of Manipulated, Consulted, and Partnership. Urban administrators perceived the current type of parent participation in regard to the awards policy to be best classified as Consulted, while many rural administrators perceived the current type of parent participation to be best classified as a Partnership.

While no significant difference between elementary and secondary respondents for the preferred type of parent participation occurred, a significant difference ($p < .05$) in the current type of participation was found. Elementary administrators perceived the current type of parent participation to be either Informed or Consulted with Manipulated a close third choice.

More secondary administrator respondents perceived Consulted to be the current type of participation with Informed and Partnership being used in many school environments. Interestingly, only elementary respondents viewed the parent participation type to be Manipulated. It would seem that secondary administrators currently see parents more actively participating in the formation of the awards policy than do elementary school respondents.

There were seven respondents who commented on parent participation with the school's awards policy. Comments indicated that parent participation was limited but the schools were open to parent input.

School goals and objectives policy

The respondents perceived a lower actual level of positive effect for the administrative role with parent participation in the decision or formation of the school's goals and objectives. However, the assessment for the preferred effect of parental participation relative to the administrative role increased dramatically and slightly surpassed the preferred effect for the other participatory groups.

In the formation of the school's goals and objectives the respondents assessed the actual and the preferred decision-making process as Consensus democratic. It is a type of decision-making which is described as one that encourages active participation and group decision-making with input by all relevant participant groups and involved in the selection of the final choice or method of operation.

The participatory types of Consulted and Partnership were selected at nearly the same level by the respondents for the current types of participation. However, Partnership was perceived to be the type of parent participation preferred by the majority of respondents.

A significant difference ($p < .05$) between urban and rural respondents existed. Rural respondents classified parent participation as a Partnership while urban administrators felt the current type of parent participation in their schools to be better described as Consulted in regard to the formation of the school's goals and objectives.

While there was some movement by urban administrators to select Partnership as the preferred type of parent participation, there was an equal increase in the number of rural administrators preferring a Partnership relationship with the parent population, which matches closely with the decision-making process of Consensus democratic. It would appear then that the preferred type of parent participation will be supported in the selected form of Consensus democratic for the decision-making process.

There were 14 respondents commenting on parent participation in the development of the school's goals or objectives. Comments indicated that parent participation would be quite acceptable and, when it does occur, it is usually through the parent advisory. For some respondents, it has become a normal practice in the formation of the school's priorities and goals, as it is built into the budget planning process. Other respondents hoped this participation would be occurring in the near future.

Some comments also indicated that the parents could participate at the board level.

Determination of school's needs

While respondents perceived a positive growth effect on all three groups with parent participation in the development of the school needs policy or plan, there was perceived a greater positive effect for the administrative role than either the teaching staff or the non-teaching staff members.

Respondents perceived Consensus democratic as the actual and preferred decision-making process over all other types. There were decreases in the number of respondents preferring Benevolent autocratic and Coalition autocratic styles of decision-making for the formation of the school's needs policy. As the preferred mode of decision-making was viewed by the majority of respondents to be Consensus democratic, it would appear that participatory decision-making was felt to be highly valued by the respondents.

Respondents preferred Partnership for parent participation in the formation of the school needs policy followed by Consulted. It would appear that the formation of this policy supports parent participation in an active mode.

There were 14 respondents who commented on parent participation with the development of the school needs plan. Comments were quite mixed. Some indicated that parent participation was pleasurable and a goal. For some, parent input was provided through survey comments or the parent advisory.

Others indicated that it was basically on a Consulted basis with the mandate for this policy being with the staff.

School-based budget plan

Increased positive effect of parent participation was perceived to be somewhat greater relative to the administrative role in the development of the school-based budget plan than with the other participatory groups.

Although slightly lower for the preferred level, most respondents perceived the formation of the school's budget plan, if part of the mandate of the school, to be best determined with a Benevolent autocratic decision-making process. The decision-making process classified as Consensus democratic increased the most in its preferred level .

Respondents still preferred parent participation to be either Informed or Consulted. Partnership did gain in preference and Manipulated decreased as a preferred type of participation. At this time, it would appear that, the respondents who have responsibility for the development of the school's budget plan prefer to exercise a higher degree of control and prefer to have parent participation on a limited basis only.

There were 12 respondents who commented on parent participation with the development of the school's budget plan. Comments indicated that parent participation is on a continuum between Consulted and Partnership. Several respondents viewed parent participation as currently being much like a pressure group in attempting to influence the district board. Others commented that the participation was limited as few parents were interested.

Category D. Student Conduct

Survey items; lunchroom policy, student discipline policy, and determination of school's conflict resolution plan were included in this category and the effect for each item is presented in Table 16. The decision items are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 16. Student Conduct Decision Item Analysis

Decision or policy Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Student discipline policy	2.65	2.18	0.47	0.29	0.29	0.22
Lunchroom policy	2.79	2.35	0.45	0.41	0.41	0.30
Conflict resolution plan	2.63	2.27	0.37	0.45	0.43	0.45

Student discipline policy

Respondents felt there would be an increased positive effect for all participatory groups with parental participation in the school's policy regarding student discipline. The administrative role was perceived by the respondents to receive the highest positive effect followed closely by the teaching staff.

The respondents assessed the current type of decision-making process used in their locales as being, Consensus democratic, Benevolent autocratic, or Coalition autocratic. The most preferred decision-making process in regard to the school's student discipline policy was Consensus democratic.

While the majority of respondents perceived the actual type of parental participation to be either Consulted or Informed. Slightly more respondents preferred a Partnership type of parent participation with Consulted and Informed close behind.

While many respondents want to employ Consensus democratic as the preferred decision-making process, there appears to be some discrepancy as to the degree or type of parental participation in the formation of the student discipline policy. For the administrator, this discrepancy may produce some difficulties in having parents accept the school's discipline policy.

There were ten respondents who commented on parent participation in the formation of the school's student discipline policy. Comments suggested that the policy was set by the Board and that parents have the opportunity to review and to adjust it to the local setting in conjunction with the school administration.

Lunchroom policy

Increased parent participation in the formation of the lunchroom policy, was reported with quite noticeable positive increases as to the perceived effect on all participatory groups .

More respondents perceived the actual type of decision-making process as being Consensus democratic, It was also the preferred type of decision-making process.

The respondents were quite divided in their assessment of the current type of parent participation. Consulted lead the way by a slight margin over both Informed and Partnership. The respondents preferred Partnership narrowly over Consulted.

The decision-making process of Consensus democratic would support the parent participation type of Partnership. However, in some cases the parent group may not be satisfied to function in the Consulted format.

There were 20 respondents who commented on parent participation in the school's lunchroom policy. Comments were supportive of parent participation. Some respondents commented that parents are consulted and input and direction is valuable. One respondent commented that parents could take on the responsibility for the program and run it.

Determination of school's conflict resolution plan

Although some respondents reported that a Conflict Resolution policy was not required in their specific locale, those responding reported that parent participation was perceived to produce a positive effect on the administrative role, the teaching staff, and non-teaching staff members. A Conflict Resolution plan provides a format for resolving differences that may exist between students and the solution to occur in a positive manner to the satisfaction of all involved or concerned.

Respondents indicated a preference to move from a Benevolent autocratic decision-making process to the other types of Coalition autocratic, Majority democratic, and, especially, Consensus democratic as the most preferred decision-making process in regard to the school's formation of a student discipline policy.

While parent participation was currently reported to be classified as Informed by more respondents than any other type, there were nearly an equal number of respondents preferring Consulted and Partnership as Informed.

Although the preferred type of decision-making was indicated to be Consensus democratic, there was nearly an equal number of respondents preferring parent participation to be Informed, Consulted, or Partnership. However, Informed and Consulted may not support the decision-making process of Consensus democratic and difficulties in the formation of the policy with the expectation that parents participate may result.

Eight respondents commented on parent participation in the school's conflict resolution policy. Several indicated that this was an area for participation in the future. Other comments suggested that the cases need to be considered on an individual basis.

Category E. Extra-school Relationships

Survey items; parent involvement policy, extra-curricular policy, school's hours/days of operation policy, use of school in non-instructional hours policy, and fundraising policy were included in this category and the effect for each item is presented in Table 17. The decision items are ranked highest to lowest in the table by the difference between the actual and preferred means.

Table 17. Extra-school Relationships Decision Item Analysis

Decision or policy Description	Preferred Mean Score	Actual Mean Score	Difference between Preferred and Actual Mean Scores	Difference between Actual and Preferred Mean Scores for Effect on:		
				Admin. role	Teach. Staff	Non-teach. Staff
Extra-curricular policy	2.76	2.16	0.60	0.40	0.44	0.23
Parent involvement policy	3.34	2.85	0.48	0.31	0.27	0.20
Hours/days of operation plan	2.64	2.19	0.44	0.2	0.21	0.15
Fundraising policy	2.94	2.58	0.36	0.29	0.32	0.27
Use of school in non-school hours	2.25	1.9732	0.2768	0.1951	0.2105	0.1852

Extra-curricular policy

Respondents perceived parent participation to effect the teaching staff slightly more positively than the administrative role, which was also perceived to gain a large positive.

Respondents indicated that the current decision-making process used more often than the others was Consensus democratic followed by Coalition autocratic. Both, while increasing in selection, remained ranked first and second as the preferred choices with increases coming from administrators who viewed Benevolent autocratic and Other as the current decision-making process.

Most respondents perceived the current type of parent participation as Consulted. However, slightly more respondents perceived the type of parent participation to be Partnership than any of the other types. The decision-making process supports the participation of parents in a partnership format for the development of the extra-curricular school policy.

There were six respondents who commented on parent participation in the school's extra-curricular policy. Comments described some of the limitations faced in the schools. Staff were seen to be the leaders in getting the extra-curricular programs underway and maintained. Participation was thought to be encouraged.

Parent involvement policy

Respondents perceived a positive increase for all three participatory groups in the school setting with the administrative role attaining the most positive effect followed by the teaching staff with parent participation.

Respondents perceived that the Consensus democratic decision-making process was currently the most preferred in Alberta schools. Respondents who perceived the current process as Benevolent autocratic preferred a different process as Coalition autocratic, Majority democratic, and Consensus democratic all increased in the level of preference.

Respondents indicated that the current type of participation most often preferred was Partnership followed by Consulted. The former type matches with the decision-making process of Consensus democratic.

There were six respondents who commented on parent participation in the school's parent involvement policy. Comments indicated that the involvement policy was in place and that input was provided to the parent advisory and it has provided valuable service in the formulation of the volunteer policy.

School's hours/days of operation policy

Although the current effect and preferred effect for the development of the school's operational calendar were lower than most other survey items, there was an increased positive effect with participation for all three groups with the effect being the highest for the administrative role.

Respondents perceived Benevolent autocratic as currently the most used decision-making process. Although respondents preferred it to a lesser degree, it still remained the most preferred style. Gaining in preference more than any of the other types of decision-making was the type of Consensus democratic. In fact, it nearly matched Benevolent autocratic as the most preferred process.

Although responses were quite distributed among the types of parent participation, more respondents perceived the current type of parent participation to be Informed than the others. It remained as the most preferred choice by the respondents, while the distribution was more even than what the respondents provided in their assessment of the current type of parent participation.

In relating the preferred type of parent participation to the preferred decision-making process, it would appear that the respondents perceived a more active role for parents in the formation of the school operational calendar than what the preferred decision-making process of Benevolent autocratic will permit. There may be some conflict or difficulty in connecting both in regard to this school decision.

There were 13 respondents who commented on parent participation in the formation of the school's calendar operational policy. Comments reflected that this was an issue determined by the district school board.

Fundraising policy

Respondents perceived a high level of positive effect for all three participatory groups with parent participation in the formation of the school's fundraising policy in the current school operations. The respondents perceived the highest positive effect for the teaching staff.

More respondents perceived the actual and the current to be Consensus democratic for the development of the school's fund raising policy than any of the other types.

Partnership was perceived as both the actual and the preferred type of parent participation in regard to the school's fundraising policy which aligns effectively with the decision-making process entitled, Consensus democratic.

There were 12 respondents who commented on parent participation in formulating the school's fundraising policy. Comments were mixed as to the degree of involvement. Some respondents saw it as consultation and the staff doing the work. Others saw it as an important area for parental participation with it being conducted through the school's parent advisory.

Use of school in non-instructional hours policy

Respondents perceived parent participation to effect the administrative role more than the other participatory groups even though a greater impact with parent participation was perceived to effect the teaching staff more than the other groups in regard to the school being used in non-school hours.

More respondents perceived the current and the preferred decision-making process regarding the use of the school in non-instructional hours to be one of Consensus democratic than any other type. However, when examining the data as related to specific administrative groupings, there were significant differences determined for designated community school administrators as well as Elementary and Secondary administrators.

There was a significant difference ($p < .05$) between the designated community school respondents and the non-designated community school respondents in the assessment of the current level of parent participation. As school use is part of the designated community school mandate in the province of Alberta, it was expected that this group of respondents would assess the current decision-making process to include parent participation. The process of Consensus democratic supports such participation. Although it was viewed as the current process by many Designated community school administrators, there was a distribution of responses among the other processes by members of this group. More non-designated community school administrators perceived the current decision-making process to be Benevolent autocratic than did the designated community school respondent group.

The designated community school respondents preferred the process of Consensus democratic. Those of this group who viewed Benevolent autocratic as the current decision-making process selected other processes for their preferred choice. Responses by non-designated community school respondents remained quite divided between the four described processes. Consensus democratic became the more preferred choice over the process of Benevolent autocratic by many respondents of this group.

Although there was no significant difference for the preferred choice of decision-making process for elementary and secondary respondents, there was a significant difference ($p < .05$) as to their perceptions of the current decision-making process. More secondary administrators perceived the current decision-making process to be Consensus democratic with Benevolent autocratic as the second choice. Elementary administrators were more divided in their assessment as to the type of decision-making process. Coalition autocratic was selected slightly more than the other types for the policy of school use in non-instructional time.

Type of participation: actual and preferred data assessments

Although responses were quite distributed, more respondents currently assess the type of parent participation to be either Informed or Partnership with the latter being the most preferred type. Partnership was perceived to be the most preferred decision-making process in regard to the use of the school in non-instructional hours. When examining the data as related to specific administrative groupings for the type of parent participation, there was a significant difference determined for Designated Community school administrators as compared to other school administrators.

Although there was no significant difference for the preferred type of parent participation for designated community school respondents and non-designated community school respondents, there was a significant difference ($p < .05$) in their perceptions as to the current decision-making process. More designated community school respondents assessed the current type of parent participation in regard to the use of the school in non-instructional time to be Partnership, while more non-designated community school administrators perceived the parent participation type of Informed as the one used more than the others.

There were 20 respondents who commented on parent participation in the school's policy regarding school use in non-instructional time. Comments were mixed as respondents from designated community school sites viewed the formation of this policy as being part of their mandate. Others viewed this as a matter for decision by the district school board in consultation with the municipality via a joint use agreement.

Summation of Decision or Policy Participation Analysis

The survey examined the concept of parent participation in the school-based decisions or policies on a broader scale than for the concept of task involvement. The respondents were asked to provide their perceptions as to the type of decision-making process and the type of parent participation that are currently in place. As well, the respondents were asked to indicate what types would be preferred for the decision items in the future.

The Appendix contains a complete set of charts and tables with information on each of the 19 survey items of Part II that had a significant difference between the actual and the preferred means for the administrative role, the teaching staff, and the non-teaching staff. Each survey item will have its decision-making process and parent participation selections displayed in chart and table forms.

The five highest ranked survey school-based decisions or policies which have the greatest difference between the preferred and the actual level mean scores and their classifications are included in Table 18. Tables 19-23 display the percentages for the decision-making processes and the types of parent participation. Each table displays the appropriate information for each of the five items contained in Table 18.

Table 18. The five Decisions ranked highest according to the Difference between Actual and Preferred Means

Survey item	Classification
1. Co-curricular policy	Curriculum and instruction
2. Long range plans	Priorities and goals
3. Awards policy	Priorities and goals
4. School goals or objectives	Priorities and goals
5. Extra-curricular policy	Extra-school relationships

Table 19. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Co-curricular Policy

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	50.0 (35.9)	Partnership	41.8 (23.9)
Coalition autocratic	30.0 (26.6)	Consulted	40.3 (38.8)
Majority democratic	11.0 (7.8)	Informed	17.9 (26.9)
Benevolent autocratic	7.8 (26.6)	Manipulated	0 (9.0)
Other	1.6 (3.1)	Delegated power	0 (1.5)

*the actual percent is displayed in brackets.

The decision-making process and the type parental participation selected were Consensus democratic and Partnership respectively. These two classifications are compatible and would enable the decision-making process to be conducted in a profitable manner. There was a slight change from Consulted to Partnership as the type of parent participation preferred by more respondents.

Table 20. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Long range Plans

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	56.0 (39.1)	Partnership	50.0 (32.9)
Coalition autocratic	16.0 (23.0)	Consulted	35.4 (30.5)
Benevolent autocratic	14.0 (23.0)	Informed	12.2 (29.3)
Majority democratic	12.0 (12.6)	Manipulated	1.2 (7.3)
Other	2.3 (2.1)	Delegated power	1.2 (0)

*the actual percent is displayed in brackets

In the analysis of the data, the respondents continued to prefer both Consensus democratic and Partnership than any of the other types for the decision-making process and the type of parent participation. However, both classifications increased in the number selecting these classifications for the types of preference. It would seem that many administrators prefer to work with the parents in setting long range plans for their respective schools.

Table 21. **Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Awards Policy**

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	42.0 (36.4)	Partnership	28.6 (24.7)
Coalition autocratic	26.0 (26.0)	Consulted	24.7 (33.8)
Benevolent autocratic	14.0 (26.0)	Informed	44.2 (32.5)
Majority democratic	13.0 (6.5)	Manipulated	2.6 (9.1)
Other	5.2 (5.2)	Delegated power	0.0 (0.0)

*the actual percent is displayed in brackets

In the analysis of the data for the awards policy, more respondents continued to prefer Consensus democratic as the type of decision-making process. However, there was a change in preference for Partnership from Consulted by more respondents. This provides a better agreement between the type and the process for setting the awards policy with parent participation in the decision.

Table 22. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for School Goals or Objectives

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	62.0 (46.7)	Partnership	52.8 (40.6)
Coalition autocratic	17.0 (22.4)	Consulted	36.8 (40.6)
Benevolent autocratic	11.0 (20.6)	Informed	8.5 (13.2)
Majority democratic	9.3 (8.4)	Manipulated	1.9 (5.7)
Other	0.9 (1.9)	Delegated power	0.0 (0.0)

*the actual percent is displayed in brackets

In response to the survey sub-questions for the preferred choices of decision-making process and parent participation, respondents selected Consensus democratic and Partnership. There were increases in these two categories from the actual percentages. There was considerable agreement in the perceptions for this decision.

Table 23. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Extra-curricular Policy

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	49.0 (37.8)	Partnership	45.8 (26.5)
Coalition autocratic	29.0 (28.0)	Consulted	38.6 (38.6)
Majority democratic	15.0 (9.8)	Informed	13.3 (24.1)
Benevolent autocratic	4.9 (18.3)	Manipulated	1.2 (8,4)
Other	2.4 (6.1)	Delegated power	1.2 (2.4)

*the actual percent is displayed in brackets

In response to the survey sub-questions as to the type of decision-making process and the type of parental participation preferred for the school's extra-curricular decision respondents selected Consensus democratic and Partnership. Although Consensus democratic was the choice by more respondents in the assessment of the current type employed in their schools, Partnership moved ahead of Consulted with an increase of 19.3%. With this change, the type of participation became more aligned with the type of decision-making process to be employed for the school's extra-curricular policy.

In all five policies the type of decision-making process and the type of parent participation classifications became closely aligned.

Assessment of effect on administrative role:

The five highest ranked decisions or policies survey items which have the greatest difference between the preferred and the actual level mean scores and their classifications in relationship to the administrative role are included in Table 24. For the survey items which have been analyzed according to decision-making process and type of parent participation previously, reference will be made back to the appropriate tables. Tables 25 and 26 contain the aforementioned information for items analyzed for the first time according to their effect on the administrative role.

Table 24. The five Decisions ranked highest according to Mean Score Difference for the Administrative role

Survey item	Classification
1. School goals or objectives	Priorities and goals
2. Conflict resolution plan	Student conduct
3. Lunchroom policy	Student conduct
4. Extra-curricular policy	Extra-school relationships
5. Co-curricular policy	Curriculum and instruction

As reported previously in Table 22, where actual and preferred mean scores were compared, there were noticeable differences. An increased number of respondents selected Consensus democratic. Partnership moved ahead of Consulted as the primary choice for type of parent participation by the respondents. An increased level of support occurred for parent participation.

Table 25. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Conflict Resolution Plan

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	40.0 (27.1)	Partnership	33.3 (18.8)
Coalition autocratic	23.0 (20.8)	Consulted	31.3 (22.9)
Benevolent autocratic	19.0 (37.5)	Informed	29.2 (41.7)
Majority democratic	17.0 (12.5)	Manipulated	6.3 (16.7)
Other	2.1 (2.1)	Delegated power	0.0 (0.0)

*the actual percent is displayed in brackets

In response to the survey sub-questions as to the type of decision-making process and the type of parental participation preferred for the school's student conduct policy, there were major shifts in preferences. Currently, for the determination of the school's student conduct policy, more respondents saw the decision-making process as being directly under their control. As well, parent participation was assessed as being Informed. However, the respondents prefer to see the decision-making process as Consensus democratic. For the type of parent participation preferred the respondents were somewhat divided between Partnership, Consulted, and Informed. However, 14.5% more respondents selected Partnership than before and moved it ahead of the other classifications as the most preferred type. It would seem that there may be some difficulties still arising for administrators if the decision-making process and the type of participation are misaligned to a significant degree for the school's student conduct policy.

Table 26. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Lunchroom Policy

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	53.0 (45.7)	Partnership	38.8 (25.4)
Coalition autocratic	23.0 (22.9)	Consulted	34.3 (29.9)
Benevolent autocratic	16.0 (22.9)	Informed	20.9 (23.9)
Majority democratic	8.6(4.3)	Delegated power	4.5 (10.5)
Other	0.0 (4.3)	Manipulated	1.5 (10.5)

*the actual percent is displayed in brackets

In response to the survey sub-questions for the preferred choice as to the type of decision-making process for the school lunchroom policy respondents indicated an increase in preference for Consensus democratic. For the type of parental participation preferred the respondents were divided in preference between Partnership and Consulted. Although the results would show an increase of 13.4% preference for Partnership, there still exists a difference of 14.2% between those choosing Consensus democratic and Partnership. It would seem that there may be some difficulty experienced in matching the type of participation and the type of decision-making processes expected to occur in the formation of the lunchroom policy for the school.

4. Extra-curricular policy Classification: Extra-school relationships

As reported previously in Table 23, there were noticeable changes as to the types of decision-making and parental participation selected. An increased number of respondents preferred Consensus democratic as the decision-making process and Partnership moved ahead of Consulted as the primary choice for type of parent participation which resulted in a better alignment between the type of decision-making and the type of parent participation preferred.

5. Co-curricular policy Classification: Curriculum and instruction

As reported previously in Table 19, the preferred choices were Consensus democratic and Partnership. The latter was selected slightly more often than Consulted as the primary choice for type of parent participation. Overall, for the item of co-curricular policy formation, the respondents did perceive parent participation in a meaningful form to be beneficial.

Assessment of effect on Teaching Staff

The five highest ranked decisions or policies survey items which have the greatest difference between the preferred and the actual means and their classifications in relationship to the teaching staff group are included in Table 27. For the survey items which have been analyzed according to decision-making process and type of parent participation previously, reference will be made back to the appropriate tables. Tables 28 and 29 contain the aforementioned information for items analyzed for the first time according to their effect on the teaching staff group.

Table 27. The five Decisions ranked highest according to Mean Score Difference for the Teaching staff group

Survey item	Classification
1. Extra-curricular policy	Extra-school relationships
2. Conflict resolution plan	Student conduct
3. Lunchroom policy	Student conduct
4. Grade completion policy	Curriculum and instruction
5. Fundraising policy	Extra-school relationships

1. Extra-curricular policy Classification: Extra-school relationships

As reported in Table 23, there were differences between the actual and preferred mean scores in the types of decision-making and parental participation with an increased percent of respondents preferring Consensus democratic and Partnership as the primary choices.

2. Conflict resolution plan Classification: Student conduct

As reported in Table 25, there were differences between the actual and preferred mean scores for decision-making and parental participation with Consensus democratic instead of Benevolent autocratic and Partnership instead of Informed becoming the primary choices of the respondents.

3. Lunchroom policy Classification: Student conduct

As reported in Table 26, there were noticeable changes in the preferred types of decision-making and parental participation. An increased number of respondents selected Consensus democratic along with Partnership becoming the primary choice instead of Consulted by the respondents.

Table 28. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Grade Completion Policy

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Benevolent autocratic	34.9 (47.6)	Informed	33.9 (45.2)
Consensus democratic	31.7 (25.4)	Partnership	33.9 (21.0)
Coalition autocratic	20.6 (15.9)	Consulted	17.7 (14.5)
Other	6.3 (6.3)	Manipulated	14.5 (19.4)
Majority democratic	6.3 (4.8)	Delegated power	0.0 (0.0)

*the actual percent is displayed in brackets

In response to the survey sub-questions for the preferred choices as to the type of decision-making process and the type of parental participation preferred for the school's grade completion policy more respondents preferred Consensus democratic as the type of decision-making process. For the type of parent participation there resulted an equal number of respondents preferring the types of Informed and Partnership. There were fewer respondents preferring Informed from those selecting it as the type of participation currently found in their schools. More respondents preferred the type of Partnership than those who currently assessed it as the type occurring presently in their school sites. There may be difficulties encountered when the Consensus democratic decision-making process is employed, if it is expected that the parent group is to act only in an Informed capacity.

Table 29. Preferred Percent Ranking of Decision-making Processes and Parent Participation Types for Fundraising Policy

Preferred (actual*) type of decision-making process	Percent	Preferred (actual*) type of parent participation	Percent
Consensus democratic	61.0 (48.4)	Partnership	61.1 (48.9)
Majority democratic	17.0 (17.2)	Consulted	33.7 (31.7)
Coalition autocratic	15.0 (22.9)	Informed	7.7 (17.3)
Benevolent autocratic	4.8 (14.3)	Manipulated	1.0 (6.7)
Other	1.0 (1.0)	Delegated power	0.0 (0.0)

*the actual percent is displayed in brackets

In response to the survey sub-questions for the preferred choices as to the type of decision-making process and the type of parental participation preferred for the school's fundraising policy there was a quite high degree of consistency. Consensus democratic and Partnership were the primary choices for actual and preferred by many of the respondents. It would appear that a high degree of congruency occurs in the formation of this school-based policy.

Assessment of Effect on Non-teaching Staff:

The five highest ranked decisions or policies survey items which have the greatest difference between the preferred and the actual level mean scores and their classifications in relationship to the non-teaching staff group are included in Table 30. As the top five items have been analyzed according to decision-making process and type of parent participation previously, reference will be made back to the appropriate tables.

Table 30.. The five Decisions ranked highest according to Mean Score Difference for the Non-teaching staff group

Survey item	Classification
1. conflict resolution plan	Student conduct
2. Lunchroom policy	Student conduct
3. fundraising policy	Extra-school relationships
4. extra-curricular policy	Extra-school relationships
5. co-curricular policy	Curriculum and instruction

1. Conflict resolution plan Classification: Student conduct

As shown in Table 25, there were differences between the actual and preferred mean scores for decision-making and parental participation with Consensus democratic instead of Benevolent autocratic and Partnership instead of Informed becoming the primary choices of the respondents. There does appear to be some difficulty for the respondents in selecting a clear choice for the type of parent participation preferred. This may produce difficulties in some schools for the parent group in the degree of satisfaction with its degree of participation.

2. Lunchroom policy Classification: Student conduct

As reported in Table 26, there were differences between the actual and preferred mean scores as to the preferred type of decision-making with an increased number of respondents selecting Consensus democratic. For the type of parent participation respondents prefer Partnership as the primary choice instead of Consulted. However, there may be some difficulty at the school site since there was some difference between the number of respondents preferring Consensus democratic and Partnership as the dominant preferences.

3. Fundraising policy Classification: Extra-school relationships

As reported in Table 29 for the preferred choices as to the type of decision-making process and the type of parental participation preferred for the school's fundraising policy there was a high degree of consistency.with an increased number of respondents selecting Consensus democratic. Partnership was the primary choice instead of Consulted.

4. Extra-curricular policy Classification: Extra-school relationships

As shown in Table 23, an increased number of respondents selected Consensus democratic and Partnership as the primary choices. With the type of participation becoming more aligned with the type of decision-making process for the school's extra-curricular policy it would indicate that fewer conflicts would tend to result.

5. Co-curricular policy Classification: Curriculum and instruction

As reported in Table 19, the preferred choices for the type of decision-making process and the type of parental participation were Consensus democratic and Partnership respectively. However, nearly a similar number of respondents preferred Consulted as the type of parent participation. For a parent group to be expected to only act in a consultative role in a Consensus democratic policy-making process may result in some degree of dissatisfaction in regard to the formation of the school's co-curricular policy.

CHAPTER 5

Conclusions

When considering the role and the responsibility of the school-based administrator in providing the best quality education program for the students of each particular school possible, the parent participation and involvement factors must be considered. As Berninger and Rodriquez (1989: p.32) stated, "parent involvement has been identified as one of the primary educational ingredients in effective schools." According to the perceptions of the respondents to the survey, there is significant support for parent involvement in a cross section of tasks. There is also significant support for parent participation in the formation of a range of decisions and policies in Alberta schools.

It is reasonable to conclude that the school-based administrators in Alberta schools perceive a furthering of all types of task involvement represented by the survey task items. Similarly, it is reasonable to conclude that based upon the data provided by the respondents, Alberta school administrators would prefer a greater degree of parental participation in the formation of the school's decisions, plans and policies than is currently present.

Analysis of the data for the five tasks highest ranked according to the difference between actual and preferred mean scores indicated that there were significant preferences for increased parental involvement in school tasks that were classified as either Extra-school relationships or Learning activities. These two categories were predominant preferences in choices for the first sub-question in each of the 20 survey task items and in the assessments of the sub-questions as to the effect parent involvement would have on both the administrative role and the teaching staff.

While there still remained significant preference for increased parental involvement in school tasks that were classified as Extra-school relationships in the analysis of the data for the non-teaching staff group, the classification of Clerical and material preparation instead of the category, Learning activities was the next category of choice. The results of the analysis showed that increased parental involvement would have a greater effect on the non-teaching staff in these two categories than the others.

It is concluded that the school-based administrators who responded to the survey have provided a comprehensive analysis for each task and have indicated to a significant degree that increased (even from none to some) parental involvement for the twenty task items would be preferred.

However, it should be remembered that even as the respondents, a random sample, perceived all twenty survey task items to produce a positive result with increased parental involvement, it would be unlikely to find all twenty tasks incorporating parental involvement in all school settings. It is possible that in some school environments, there may be conditions that will prevent or preclude the production of positive results in some tasks with the expectation that parent involvement would occur. As well, the on-site administrator may perceive that there may be other more appropriate tasks for involvement whereby producing positive results.

Decision-making participation

It is reasonable to conclude that the school-based administrators in Alberta schools perceive a furthering of most types of decision-making participation represented by the survey items given in Part II of the questionnaire. It is found that the respondents perceived positive results with increased parental participation in all but one of the decision or policy survey items.

Similar to the respondent's information provided on task involvement, the analysis of the data for the decision or policy items indicates that the overall preference is for further increased parent participation in school-based decisions and policies. The results are positive for all items and for all participatory groups with the exception being for the item entitled, Staff assignments.

However, participation in the school's decision or policy making process is more complex and multi-dimensional than involvement in school tasks. Therefore, the survey requested input from school-based administrators as to the type of participation and the type of decision-making process preferred in order to provide a clearer view of the information.

Respondents may indicate that there would be a preferred increase in the amount of parental participation in a school decision. However, the responses may still reflect an overall preference to have that participation remain superficial (Manipulated or Informed) As well, the analysis may indicate that the respondents still prefer to have the decision-making process remain solely in the administrator's domain (Benevolent autocratic).

Another complication may occur, as well. If the degree of parent participation was perceived to be incongruent with the preferred type of parent participation, an imbalance in the relationship between the decision-making process and the type of parent participation may result. For example, in the analysis of a survey item, Consensus democratic may be chosen as the preferred type of decision-making process while the preferred type of participation might be found to be Informed. These two choices are obviously misaligned. A dysfunctional environment is created for the administrator and the parent group. This imbalance in the process may produce difficulties in accomplishing the goal or having the policy determined in a manner that is acceptable by all participants free from disharmony. Perhaps the need for further expenditures of time and energy may result in order to resolve any ensuing conflicts.

Participation in the decision-making process becomes more complex with the number of participatory groups involved. In the school setting, there may be a number of different groups participating in any given process with a varying degree of interest and power. Figure 6 symbolically represents one side of a prism for the administrative role with the degree of parent participation being the base. For the school site decisions the entire prism might consist of two other sides representing the teaching staff group and the non-teaching staff group. At other times, the prism sides may be representative of the greater school community, the provincial educational bureaucracy, and the entire school community consisting of the administration, students, parents, teaching staff, and the non-teaching staff.

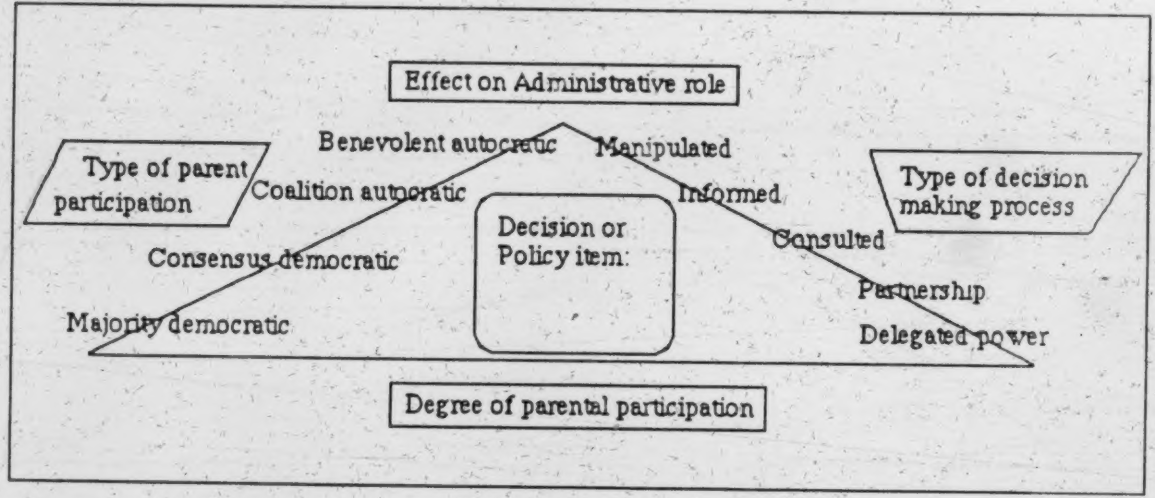

Figure 6. Interrelationship of Decision-making factors

The further the types of parent participation and decision-making process move from the administrative role, the greater the potential for the outcome to be out of the control of the administrator or even different from the expectation of the school administrator. Survey results showed that the respondents did not perceive the factor of misalignment between the type of participation and the decision-making process in preventing their preference for change from the actual types of participation and decision-making to preferred types for the survey items found in Part II of the questionnaire. Albeit, the perceived changes were not always to the same level. For example, in some cases, more respondents perceived a preference for the decision-making process to be Consensus democratic, which requires that all participatory groups have an equal voice in the decision. While with the same item, the majority of respondents viewed the type of parent participation to be Consulted, which gives only limited participatory power as the consultation may or may not be considered in the final decision.

However, even though the preferences might have been mixed in the final assessment, the fact remains that the respondent population preferred change in the level of parent participation in 95% of the survey items relative to school decisions or policies.

The Administrative Perceptions of Parent Involvement and Participation in School Tasks, Policies and Decisions

According to the results of the survey, school-based administrators in the province of Alberta reported an increased preference for more parent involvement in school related tasks and in the decision-making process relative to the formation of the school-based policies or decisions. The respondents indicated that increased parental involvement and participation in all areas listed in the survey, except the survey decision item entitled, Staff assignments.

However, relative to any decision or task, increased participation would be almost meaningless if the type of participation and/or the type of decision-making process excluded any group from being a truly active participant with the capability of influencing the outcome. This concept is often referred to as "taking ownership". Ownership requires that participants be actively involved in the process and infers support for the decision and the course of action.

In the survey, relative to the decision-making process, the results indicate that the current process for 11 of the survey items is Consensus democratic. For eight items, Benevolent autocratic is the process most often employed now. As to the preferred decision-making process, results show that Consensus-democratic is the desired process for 14 survey items and Benevolent autocratic is the preferred process for five items. It was discovered in the course of the data analysis that for these latter five items, there are fewer respondents selecting Benevolent autocratic as the preferred choice from those selecting it as the actual choice. It would appear that the Alberta administrators view a process that will encourage participation for many of the school decisions in the future.

In the analysis of the data for the type of parent participation, more respondents indicate that the current type of parent participation for eight survey items is Informed, for six* survey items it is Consulted, and for six* survey items it is Partnership (*responses for the survey decision item #4-Actual produced the same percent for Consulted and Partnership).

In 12 survey items Partnership is the preferred choice by more of the respondents. For the remaining seven items, Informed is the preference in four of them and in the remaining three survey items Consulted is preferred.

Thus, the respondents indicated a preference for change from their assessment of the current status for parent involvement and participation. Through their responses, they showed a preference for change in the type of participation in many of the survey decision or policy items. Partnership increased as the preference from eight survey items to twelve survey items. Furthermore, respondents indicated a preference for change in the decision-making process with Consensus democratic becoming the dominant choice in 14 of the survey items.

Although it would not be possible to state categorically that the preferred decision-making process and the preferred type of parent participation are always in alignment, it is possible to conclude that there is an indication that there is considerable preference for the process and the type to change in ways that support meaningful participation on the part of parents in the decisions of Alberta schools.

Significant Differences as Reported by Specific Respondent Groups for Survey Task Items

For the most part, there were few survey items for tasks that had significant differences in responses based upon specific characteristics of the respondent population.

Designated Community School Respondent Group Report

Designated community school respondents significantly preferred more parent involvement in the tasks of:

- Assisting with classroom tasks-
- Providing a liaison with community resources
- Acting as a community resource

Elementary and Secondary School Respondents

There were few survey items for tasks that had significant differences in responses based upon specific characteristics for this respondent population.

Elementary school respondents significantly preferred more parent involvement in the tasks :

- Assisting with school office tasks
- Providing tutoring support
- Acting as a lobby group

The survey items for school tasks which were more significantly preferred by administrators of schools with secondary programs were:

- Assisting with special school projects-
- Assisting with school safety programs

Assessment of Significant Differences as to the effect of parent involvement for the Administrative role, the Teaching staff, and Non-teaching staff

Urban school respondents

- Assisting with special school projects: currently found to be significant for its effect on non-teaching staff

Rural school respondents

- Assisting with field trip supervision: found to be significant for its effect on the administrative role in both current and preferred operations
- Providing tutoring support: currently found to be more significant for its effect on non-teaching staff
- Assisting with school safety programs: currently found to be more significant for its effect on non-teaching staff

Elementary school respondents

- Assisting with school office tasks: currently found to be significant for its effect on the teaching staff and preferred more significantly for its effect on both the teaching staff and the administrative role in future operations
- Assisting with audio-visual materials: assessed as being more significant in both current and future operations for all three participatory groups
- Assisting with classroom tasks: currently seen as more significant for its effect on the non-teaching staff and significantly greater for its effect on the administrative role, the teaching staff and the non-teaching staff in future operations
- Providing marking assistance to teachers: assessed as being more significant in both current and future operations for all three participatory groups

Significant Differences as reported by specific respondent groups for Decision or Policy items

There were no survey items for decisions or policies that had significant differences in responses based upon specific characteristics of the respondent population.

Assessment of Significant Differences as to Decision or Policy parent participation effect on the Administrative role, the Teaching staff, and Non-teaching staff

Urban school respondents

- School-based budget plan: assessed as being more significant in both current and future operations for all three participatory groups
- Awards policy: assessed as being more significant in both current and future operations for all three participatory groups

Rural school respondents

- Extra-curricular policy: assessed as being more significant in both current and future operations for all three participatory groups
- Awards policy: assessed as being more significant in both current and future operations for all three participatory groups
- Determination of school's subject time allocations: -assessed as being more significant in both current and future operations for all three participatory groups
- Determination of school's grade completion policy: assessed as being more significant in both current and future operations for all three participatory groups

Elementary school respondents

- Awards policy: assessed as being more significant in both current and future operations for its effect on the administrative role and teaching staff

- Determination of school's long range plans: assessed as being more significant in both current and future operations for its effect on the administrative role

Secondary school respondents

- Parent involvement policy-assessed as being more significant in both current and future operations for its effect on the administrative role and teaching staff

Assessment of Significant Differences as to the Type of Decision-making Process

Designated community school respondents as compared to non-designated community school respondents

- Use of school in non-instructional hours policy:

  the current type of decision-making process most often used by designated community school respondents was Consensus democratic-47%. Other respondents most often used Benevolent autocratic-41.9%. The preferred decision-making process for Designated community school respondents was Consensus democratic-52.9%. More members of the non-designated community school respondent population had a preference for Consensus democratic at 35.7%.

Elementary and Secondary school respondents

- Use of school in non-instructional hours policy:

  the current type of decision-making process most often used by secondary school respondents was Consensus democratic (51.2%) while only 25% by elementary school respondents

Assessment of Significant Differences as to the Type of Parent Participation

Designated community school respondents as compared to non-designated community school respondents

- Use of school in non-instructional hours policy:

Designated community respondents chose Partnership at 47.4% and Informed was the primary choice at 34.9% by non-designated community respondents.

Urban and Rural school respondents

- School goals and objectives policy:

  52.1% Urban respondents chose Consulted, while 53.3% Rural respondents chose Partnership as the actual type in school operations. The preferred type of parent participation was reported for Urban respondents to be Consulted at 49%, while Rural respondents chose Partnership at 63.3%.

- Awards policy:

  The current type of parent participation is reported for Urban respondents to be Consulted at 47.4%. 41.9% Rural respondents see the current type as Partnership.

Elementary and Secondary school respondents

- Awards policy:

  The current choice for type of parent participation by Elementary respondents is either Consulted or Informed at 29%, while Secondary respondents chose Consulted at 38%.

Conclusions for Specific Characteristic Respondent Groups

Although there are significant differences between actual and preferred means reported for all twenty of the survey task items and all but one of the twenty survey decision items, there are relatively few items for which significant differences are found when the responses were examined according to special group characteristics. When the significant differences for the respondent groups were examined, it became apparent that there are few differences between the actual and preferred perceptions of the respondents. Of the 400 survey opportunities for a significant difference to be produced, when the special characteristics of the respondents are considered, only 7 are provided by designated community school/other respondent groups, 19 by the urban/rural respondent groups, and 20 by the elementary/secondary respondent groups for a total of 46 cases.

Thus, 89.5% of the total number of opportunities did not produce significant differences between the special characteristic respondent groups. It may be presumed that the respondent population is for the most part consistent in its perceptions of the survey items.

Final Conclusions

The perceptions of the school-based administrator population indicate that:

1. school-based administrators perceived current parent involvement to be valuable in school related tasks
2. school-based administrators perceived the current effect of parent involvement to be positive for the administrative role
3. school-based administrators perceived the current effect of parent involvement to be positive for the teaching staff
4. school-based administrators perceived the current effect of parent involvement to be positive for the non-teaching staff
5. school-based administrators perceived that an increase in parent involvement in school related tasks would be valuable
6. school-based administrators perceived that an increase in parent involvement in school tasks would have a greater positive effect for the administrative role
7. school-based administrators perceived that an increase in parent involvement in school tasks would have a greater positive effect with the teaching staff

8. school-based administrators perceived that an increase in parent involvement in school tasks would have a greater positive effect with the non-teaching staff
9. according to the classifications for school tasks, administrators perceived increased parental involvement to best occur in the categories of Extra-school relationships and Learning activities
10 school-based administrators perceived current parent participation to be valuable in school related decisions and policies.
11. school-based administrators perceived the current effect of parent participation in school related decisions and policies to be positive for the administrative role
12. school-based administrators perceived the current effect of parent participation in school related decisions and policies to be positive for the teaching staff
13. school-based administrators perceived the current effect of parent participation in school related decisions and policies to be positive for the non-teaching staff
14. school-based administrators perceived the current type of decision-making process relative to the nineteen survey decision items with a significant difference between the actual and preferred means to be either Consensus democratic or Benevolent autocratic.
15. school-based administrators perceived the current type of parent participation relative to the nineteen survey decision items with a significant difference between the actual and preferred means mixed between Informed, Partnership or Consulted
16. school-based administrators perceived that an increase in parent participation in school related decisions and policies would be valuable

17. school-based administrators perceived that an increase in parent participation in school related decisions and policies would have a greater positive effect for the administrative role
18. school-based administrators perceived that an increase in parent participation in school related decisions and policies would have a greater positive effect for the teaching staff
19. school-based administrators perceived that an increase in parent participation in school related decisions and policies would have a greater positive effect for the non-teaching staff
20. school-based administrators perceived the preferred type of decision-making process relative to the nineteen survey decision items with a significant difference between the actual and preferred means for most items to be Consensus democratic.
21. school-based administrators perceived the preferred type of parent participation relative to the nineteen survey decision items with a significant difference between the actual and preferred means for most items to be Partnership.
22. according to the classifications for school decisions, administrators perceived increased parental involvement to best occur in the categories of Student conduct and Extra-school relationships

The results of this study suggest that administrators value parent involvement and participation in many school related tasks and decisions. The respondents perceive a positive effect on all participatory groups and the administrative role for both tasks and decisions.

As to the type of decision-making process, it is concluded that Consensus democratic is the current type employed for more of the decision items than any other type. Consensus democratic is also reported to be the preferred process for most of the school-based decisions or policies expected to be made in the future.

However, there appeared to be less consensus as to the current type of parent participation. Although more respondents perceive the current type of parental participation to be Informed. With respect to the future type of parental participation, most respondents prefer Partnership.

Hence, it would appear that Alberta school-based administrators value and support parental involvement in school tasks and participation in the determination of school-based decisions. In their assessments, they prefer increased parental involvement and participation over the levels that currently exist. In his study relating to the perceptions of effectiveness and principals' job satisfaction, Johnson (1988: p.iv) stated, "the best predictors [for effectiveness and job satisfaction] were school climate and maximizing parent satisfaction." However, merely to increase opportunities for involvement and participation may not be the most effective method for maximizing parent satisfaction. As well, increased participation may not result in parental satisfaction. Eastcott (1975: p.249), when referring to faculty participation in the decision-making process, stated, "while structures for involvement [participation] existed and while faculty members were involved in these structures, if final outcomes did not reflect their input, they were unlikely to judge that involvement [participation] as meaningful."

The school administrator should be aware of these factors and should try to ensure opportunities for participation and involvement are present and that the communication network is effective. These factors do not guarantee satisfaction but will enable the greatest degree of satisfaction to occur given the opportunities for involvement and participation. As Sergiovanni (1987: p.120) in the *Association for Supervision and Curriculum Development Yearbook* stated, "The task of the leader…is to bond people together by developing a shared covenant and common culture…they work to build commitment and loyalty to the work of the school."

Implications for Future Research

As the study provides a basis for the administrative perspective, it would be interesting to survey the teaching and the non-teaching staff for their perceptions as to parent involvement and participation in the tasks and decisions of this study and to include the tasks provided by the respondents. Furthermore, in depth interviews with school administrators may also provide valuable insights into the feelings and directions they might have regarding the items of this survey.

As well, parent communities may be able to provide information as to their perspectives of the parent involvement and participation in such school-based tasks and decisions.

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Appendix

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THE SURVEY LETTER

2, Date

"Ms. School Administrator"
Our Elementary School
Inside, AB
T2A J0B"

Dear "Ms. School Administrator";

The recent School Act in the province of Alberta has emphasized the role of parents in education. The purpose of this study is to ascertain the school based administrator's perceptions in regard to parent involvement. Your school has been randomly selected from all Alberta schools. Your assistance in completing the following survey will be greatly appreciated. As a fellow educator in the province of Alberta, I realize how valuable your time and energy are at this busy time of the school term.

Thus, I am thanking you in advance for your conscientious effort in providing your assessment of the current state of affairs in your locale relative to the survey items. As well, your preferences on each survey item in the preferred section will be most useful in assessing potential future directions for the task and decision items.

Parts I and II of this questionnaire contain sets of twenty task and decision making items in a double sided format and conclude with blank survey item forms. Hopefully, this will allow you to include items you deem necessary to include in the report, but were not contained in the survey. For your use, a glossary has been included for some of the terminology. Part III contains demographic questions.

Finally, your comments and suggestions relative to any of the survey items will be incorporated into the study in order to provide school based administrators with information from their peers on this topic. You may include these comments, suggestions, or opinions following any of the items, or at the conclusion of the survey.

The identity of each respondent and the school will be treated with the utmost confidentiality, a coded id number is included on each questionnaire for follow-up purposes. It is not expected that you include either your name or the name of your school. If you wish a copy of the findings, you are requested to check off this item in the survey. A copy of the findings will be sent to you once the project is completed. Following the completion of the study, the key to the coded id number list will be destroyed.

It is expected that all questionnaires will be returned. Your input will be most valued. Thank you.

Yours in education,

Ron McMullen
Dept. of Ed. Admin.
University of Alberta
Edmonton, AB

THE SECOND NOTICE LETTER

2, Date

"Ms. School Administrator"
Our Elementary School
Inside, AB
T2A J0B"

Dear "Ms. School Administrator";

In early January of this school year, a questionnaire was mailed to you requesting your assessment of parental participation in tasks and decisions in your school. To this date your questionnaire has not been received back. With all the activities and overload of activities of the season, you may have not received it or not had the time to complete it.

The returned questionnaires are proving most informative and your input would be most valued in the project. If you have the time and the energy, a second questionnaire has been enclosed for your attention.

It woud be most appreciated, if you would be able to complete this questionnaire and return it in the enclosed prepaid envelope. If you have already sent the initial questionnaire back, thank you.

Yours in education,

R. S. McMullen
7-104 Education North
Dept. of Ed. Admin.
University of Alberta
Edmonton, AB

SCHOOL BASED ADMINISTRATOR QUESTIONNAIRE
with respect to
PARENTAL INVOLVEMENT

GLOSSARY OF TERMS AND PHRASES

In this questionnaire, the following terminology will be used.

Benevolent Autocratic

the decision-making process is controlled by the managing body that decides in a manner that it deems to be the best for all

Coalition Autocratic

the managing body, which controls the decision-making process, allows for influence to occur from those participatory groups it selects before the decision is made

Consensus Democratic

the decision making process allows for all participatory bodies to express themselves and potentially influence the decision

Consulted

selected from Arnstein's typology for citizen participation this term refers to participation still at a level of "tokenism" whereby parents would be heard and allowed to express their views; yet, for the most part, they still lack the power to influence and to be heeded

Delegated Power

selected from Arnstein's typology for citizen participation this term refers to participation having the parents obtained the "majority of decision-making seats, of full managerial power" from those in authority

Informed

selected from Arnstein's typology for citizen participation this term refers to participation as "tokenism". Parents would be heard only on a limited basis without the power to influence and to be heeded

Majority Democratic

the decision-making process sees all participatory groups with the capability to have the decision made their way, as they have the potential to become a participatory member of the majority group

Manipulated

selected from Arnstein's typology for citizen participation this term refers to participation as a panacea contrived as a surrogate for genuine participation and it is closer to non-participation than participation

Partnership

selected from Arnstein's typology for citizen participation this term refers to participation with the element of negotiation and the assumption of equality in the decision-making process

Shared involvement

participation is described as "equity based" with all participatory groups having equal opportunity to influence and to achieve the decision the way they deem it should

Total charge

the parent population has full decision-making power with regard to this item

Part I TASK INVOLVEMENT

ID: __ __ __ __ __ __

Please check the appropriate box(es). If Not Applicable is checked, please proceed to the next task item.

TASK #1: Parent participation in Lunchroom Supervision

						for office use only Record 1
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15

Comments: ____

____

TASK #2: Parent participation in Fundraising

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos,	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23

Comments: ____

____

TASK #3: Parent participation in Field Trip Supervision

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31

Comments: ______________________________

____

TASK #4: Parent participation in School Office Tasks

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39

Comments: ______________________________

____

TASK #5: Parent participation in **Special School Projects** (eg. Concerts)

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47

Comments: ______________________________

____

TASK #6: Parent participation in **Library Tasks**

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ______________________________

____

TASK #7: Parental participation in preparing **Audio-Visual Materials**

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	56
Preferred	☐	☐	☐	☐	☐	57
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	58
Preferred	☐	☐	☐	☐	☐	59
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	60
Preferred	☐	☐	☐	☐	☐	61
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	62
Preferred	☐	☐	☐	☐	☐	63

Comments: ____

____

TASK #8: Parental participation by assisting with **Classroom Tasks**

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	64
Preferred	☐	☐	☐	☐	☐	65
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	66
Preferred	☐	☐	☐	☐	☐	67
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	68
Actual	☐	☐	☐	☐	☐	69
Preferred	☐	☐	☐	☐	☐	
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	70
Actual	☐	☐	☐	☐	☐	71
Preferred	☐	☐	☐	☐	☐	

Comments: ____

____

TASK #9: Parental participation by monitoring small group student activities

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	Record 2
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15

Comments: ______________________________

____

TASK #10: Parental participation by providing Tutoring Support

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23

Comments: ______________________________

____

TASK #11: Parental participation by assisting with an Oral Reading Program

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31

Comments: ____

____

TASK #12: Parental participation by providing a Liaison with Community Resources

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39

Comments: ____

____

TASK #13: Parental participation by acting as a Lobby Group for the School

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47

Comments: ________________________________

____

TASK #14: Parental participation by assisting with Extra-Curricular Activities

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ________________________________

____

TASK #15: Parental participation by acting as a Community Resource in the Classrooms

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	56
Preferred	☐	☐	☐	☐	☐	57
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	58
Preferred	☐	☐	☐	☐	☐	59
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	60
Preferred	☐	☐	☐	☐	☐	61
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	62
Preferred	☐	☐	☐	☐	☐	63

Comments: ____

____

TASK #16: Parental participation by supervising of Educational Game Activities

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	64
Preferred	☐	☐	☐	☐	☐	65
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	66
Preferred	☐	☐	☐	☐	☐	67
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	68
Preferred	☐	☐	☐	☐	☐	69
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	70
Preferred	☐	☐	☐	☐	☐	71

Comments: ____

____

TASK #17: Parental participation by assisting with School Safety Programs

						for office use only
						Record 3
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15

Comments: ____

____

TASK #18: Parental participation by providing Marking Assistance to Teachers

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23

Comments: ____

____

TASK #19: Parental participation by assisting with School to Home Communications

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31

Comments: ______________________________

____

TASK #20: Parental participation by assisting with Transportation Activities

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39

Comments: ______________________________

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For additional task(s) you may wish to include, please xerox and use the following format:

TASK #__: Parental participation by: ______________________

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47

Comments: ______________________________________
____

TASK #__: Parental participation by: ______________________

						for office use only
Parental Involvement	None	Limited	Total charge	Shared	Not applicable	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	52
Actual	☐	☐	☐	☐	☐	53
Preferred	☐	☐	☐	☐	☐	
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ______________________________________
____

Part II DECISION MAKING INVOLVEMENT

Please check the appropriate box(es). If Not Applicable is checked, please proceed to the next decision item.

DECISION #1 Parental participation in the formation of the School's Lunchroom Policy:

						for office use only
						Record 4
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	16
Actual	☐	☐	☐	☐	☐	17
Preferred	☐	☐	☐	☐	☐	
Type of Parent participation in school Policy Formation relative to this decision:	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19
Comments: ______________________________						

DECISION #2 Parental participation in the formation of the School's Staff Hiring Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Type of Parent participation in school Policy Formation relative to this decision:	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31
Comments: ______________________________						

DECISION #3 Parental participation in the formation of the School's Staff Assignments

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43

Comments: ____

____

DECISION #4 Parental participation in the formation of the School's Goals or Objectives

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ____

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DECISION #5 Parental participation in the determination of the School's Student Evaluation Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	56
Preferred	☐	☐	☐	☐	☐	57
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	58
Preferred	☐	☐	☐	☐	☐	59
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	60
Preferred	☐	☐	☐	☐	☐	61
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	62
Preferred	☐	☐	☐	☐	☐	63
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ________	
Actual	☐	☐	☐	☐	☐	64
Preferred	☐	☐	☐	☐	☐	65
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	66
Preferred	☐	☐	☐	☐	☐	67

Comments: ____

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DECISION #6 Parental participation in the determination of the School's Student Discipline Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	68
Preferred	☐	☐	☐	☐	☐	69
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	70
Preferred	☐	☐	☐	☐	☐	71
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	72
Preferred	☐	☐	☐	☐	☐	73
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	74
Preferred	☐	☐	☐	☐	☐	75
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ________	
Actual	☐	☐	☐	☐	☐	76
Preferred	☐	☐	☐	☐	☐	77
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	78
Preferred	☐	☐	☐	☐	☐	79

Comments: ____

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DECISION #7 Parental participation in the determination of the School's **Curricular Programs**

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	Record 5
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19

Comments: ______________________________

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DECISION #8 Parental participation in the formation of the **School-based Budget Plan**

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	29
Preferred	☐	☐	☐	☐	☐	30

Comments: ______________________________

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DECISION #9 Parental participation in the formation of the School's Parental Involvement Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43

Comments: ____________________

DECISION #10 Parental participation in the formation of the School's Co-curricular Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ____________________

DECISION #11 Parental participation in the formation of the School's Extra-curricular Activities

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	56
Preferred	☐	☐	☐	☐	☐	57
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	58
Preferred	☐	☐	☐	☐	☐	59
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	60
Actual	☐	☐	☐	☐	☐	61
Preferred	☐	☐	☐	☐	☐	
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	62
Preferred	☐	☐	☐	☐	☐	63
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____________	
Actual	☐	☐	☐	☐	☐	64
Preferred	☐	☐	☐	☐	☐	65
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	66
Preferred	☐	☐	☐	☐	☐	67

Comments: ____

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DECISION #12 Parental participation in the formation of the School's Awards Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	68
Preferred	☐	☐	☐	☐	☐	69
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	70
Preferred	☐	☐	☐	☐	☐	71
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	72
Preferred	☐	☐	☐	☐	☐	73
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	74
Preferred	☐	☐	☐	☐	☐	75
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____________	
Actual	☐	☐	☐	☐	☐	76
Preferred	☐	☐	☐	☐	☐	77
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	78
Preferred	☐	☐	☐	☐	☐	79

Comments: ____

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DECISION #13 Parental participation in the formation of the School's Hours/Days of Operation Plan

						for office use only
						Record 6
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19
Comments:						

DECISION #14 Parental participation in the determination of the School's Policy for Use of the School in Non-School Hours.

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31
Comments:						

DECISION #15 Parental participation in the formation of the School's Fundraising Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43

Comments: ____________________

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DECISION #16 Parental participation in the determination of the School's Needs

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ____________________

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DECISION #17 Parental participation in the determination of the School's Long Range Plans

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	56
Preferred	☐	☐	☐	☐	☐	57
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	58
Preferred	☐	☐	☐	☐	☐	59
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	60
Actual	☐	☐	☐	☐	☐	61
Preferred	☐	☐	☐	☐	☐	
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	62
Preferred	☐	☐	☐	☐	☐	63
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____________	
Actual	☐	☐	☐	☐	☐	64
Preferred	☐	☐	☐	☐	☐	65
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	66
Preferred	☐	☐	☐	☐	☐	67

Comments: ______________________________

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DECISION #18 Parental participation in the formation of the School's Conflict Resolution Plan

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	68
Preferred	☐	☐	☐	☐	☐	69
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	70
Preferred	☐	☐	☐	☐	☐	71
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	72
Preferred	☐	☐	☐	☐	☐	73
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	74
Preferred	☐	☐	☐	☐	☐	75
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ____________	
Actual	☐	☐	☐	☐	☐	76
Preferred	☐	☐	☐	☐	☐	77
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	78
Preferred	☐	☐	☐	☐	☐	79

Comments: ______________________________

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DECISION #19 Parental participation in the formation of the School's Time allocations for each subject

						for office use only
						Record 7
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	8
Preferred	☐	☐	☐	☐	☐	9
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	10
Preferred	☐	☐	☐	☐	☐	11
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	12
Preferred	☐	☐	☐	☐	☐	13
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	14
Preferred	☐	☐	☐	☐	☐	15
Decision-making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	16
Preferred	☐	☐	☐	☐	☐	17
Type of Parent participation in school Policy Formation relative to this decision:	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	18
Preferred	☐	☐	☐	☐	☐	19

Comments: ______________________________

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DECISION #20 Parental participation in the formation of the School's Grade Completion Policy

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	20
Preferred	☐	☐	☐	☐	☐	21
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	22
Preferred	☐	☐	☐	☐	☐	23
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	24
Preferred	☐	☐	☐	☐	☐	25
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	26
Preferred	☐	☐	☐	☐	☐	27
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	28
Preferred	☐	☐	☐	☐	☐	29
Type of Parent participation in school Policy Formation relative to this decision:	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	30
Preferred	☐	☐	☐	☐	☐	31

Comments: ______________________________

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For the additional task(s) you may wish to include, please xerox and use the following format:

DECISION #____: DESCRIPTION: ________________________________

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	32
Preferred	☐	☐	☐	☐	☐	33
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	34
Preferred	☐	☐	☐	☐	☐	35
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	36
Preferred	☐	☐	☐	☐	☐	37
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	38
Preferred	☐	☐	☐	☐	☐	39
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	40
Preferred	☐	☐	☐	☐	☐	41
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	42
Preferred	☐	☐	☐	☐	☐	43

Comments: ________________________________

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DECISION #____: DESCRIPTION: ________________________________

						for office use only
Parental involvement	None	Limited	Not applicable	Shared	Total charge	
Actual	☐	☐	☐	☐	☐	44
Preferred	☐	☐	☐	☐	☐	45
Effect on admin. role:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	46
Preferred	☐	☐	☐	☐	☐	47
Effect on teaching staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	48
Preferred	☐	☐	☐	☐	☐	49
Effect on other staff:	Very neg.	Neg.	None	Pos.	Very pos.	
Actual	☐	☐	☐	☐	☐	50
Preferred	☐	☐	☐	☐	☐	51
Decision making process:	Benevolent autocratic	Coalition autocratic	Majority democratic	Consensus democratic	Other: ______	
Actual	☐	☐	☐	☐	☐	52
Preferred	☐	☐	☐	☐	☐	53
Type of Parent participation in school Policy Formation relative to this decision:						
	Manipulated	Informed	Consulted	Partnership	Delegated Power	
Actual	☐	☐	☐	☐	☐	54
Preferred	☐	☐	☐	☐	☐	55

Comments: ________________________________

____

ID: ____

PART III GENERAL INFORMATION

for office use only

1. **Administrative Background**

Record 8

A. Number of years as a school-based administrator: ____ years 8-9

B. Number of years as the administrator of present school: ____ years 10-11

C. Year of Birth: 19____ 12-13

D. Gender: Female ☐ Male ☐ 14

E. Number of years of post-secondary training: ____ years 15

2. School Background

for office use only

A. Grades taught:

K	1	2	3	4	5	6	7	8	9	10	11	12	Other*
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

*(please explain): ____ 16-29

C. Student population: ____ 30-33

D. Size of staff:
i. Certificated staff: ____ 34-36
ii. Total staff: ____ 37-39

E. Current degree of parent involvement:
Parent Advisory Yes ☐ 40
No ☐
Other ☐ (please explain): ____

F. The ideal parent involvement for my school would be:

____

____

G. I would describe my parent community as:

____

____

H. I would like to include the following information about my school:

____

____

ID: ______

As with each task and decision, your individual comments or suggestions are valued. If there are comments or suggestions relative to the study's topic that you would care to make in a very global or general nature, please use the following space to do so.

At this time, I would like to make the following general comments or suggestions:

Your time and efforts to complete this survey are greatly appreciated. It is anticipated with your knowledge and perceptions that in regard to the study's topic the results will become valuable for future developments in the educational environments of our province.

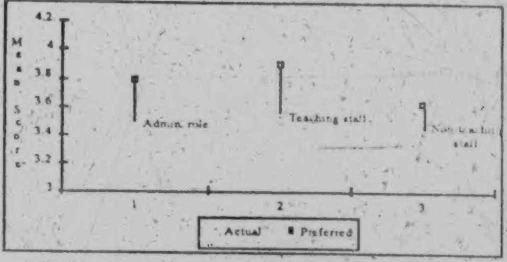
If you wish a copy of the study's findings, please place a check in the following box.

I would like a copy of the findings of the study. ☐

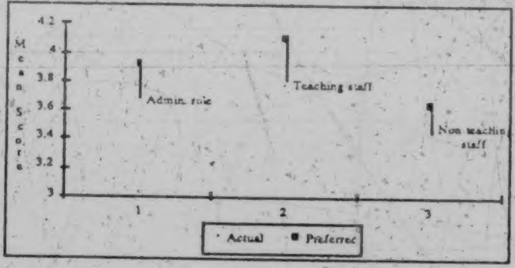
Once again, a very heartfelt thank you.

CHARTS FOR TASK INVOLVEMENT BY CATEGORY

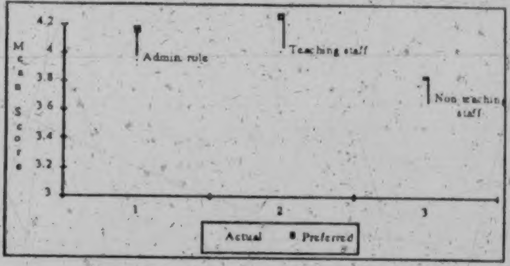
Task Category A: Curriculum and Instructional assistance



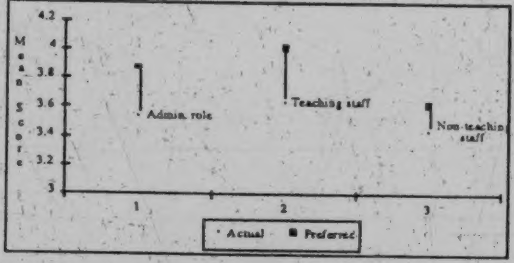
Supervising educational games



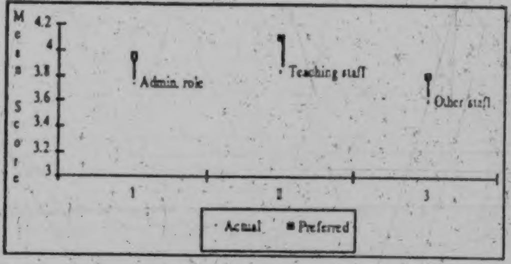
Assisting in Oral reading program



Acting as a community resource

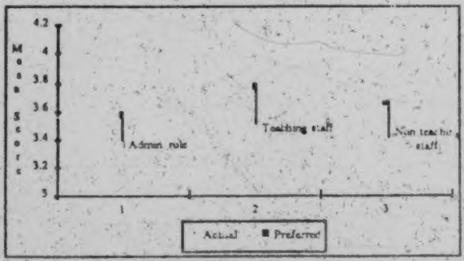


Providing tutoring support

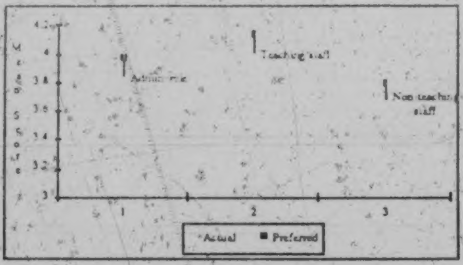


Monitoring small group activities

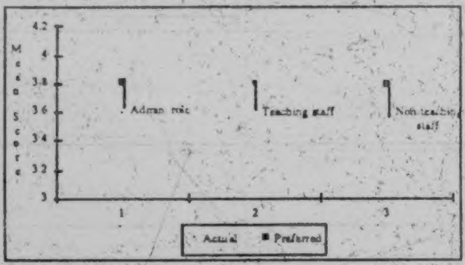
Task Category B: Material and Clerical assistance



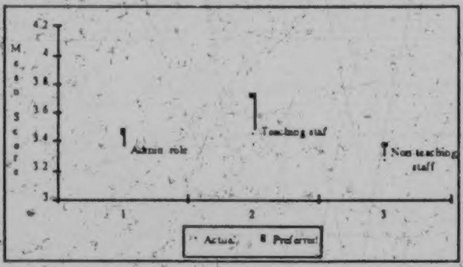
Assisting with audio-visual materials



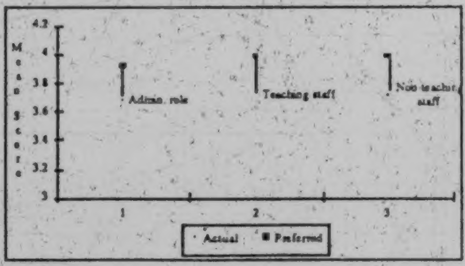
Assisting with classroom tasks



Assisting with school office tasks

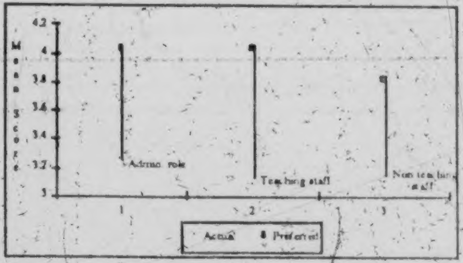


Providing marking assistance

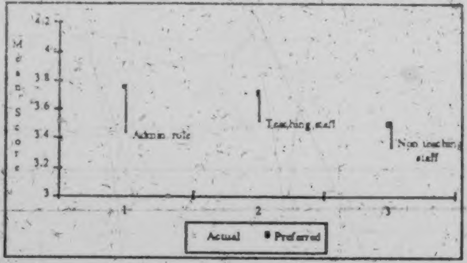


Assisting with library tasks

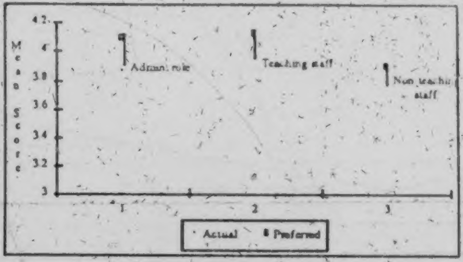
Task Category C: Special Activities assistance



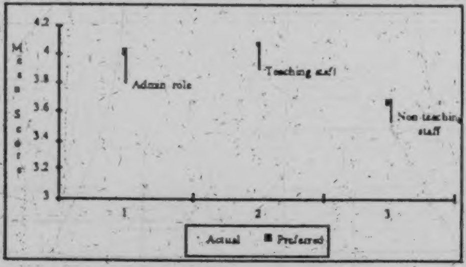
Assisting with lunchroom supervision



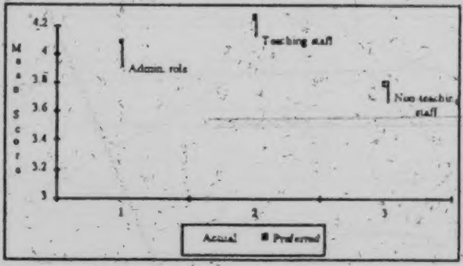
Assisting with school safety programs



Assisting with special school projects

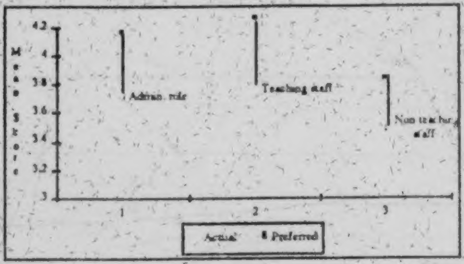


Assisting with transportation activities

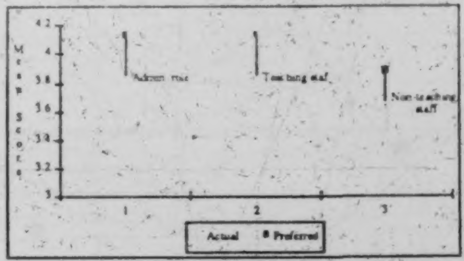


Assisting with field trip supervision

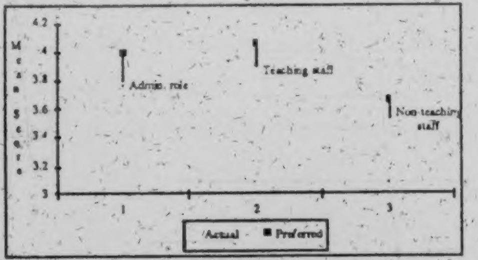
Task Category D: Extra-school relationships



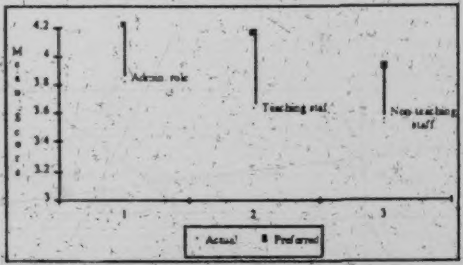
Assisting with extra-curricular activities



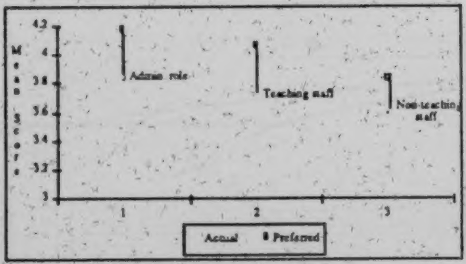
Providing community resource liaison



Assisting school to home communications



Assisting with fundraising



Acting as a lobby group

Decision-making and Parent participation findings comparison

Description of Decision	Type of dec. mking proc.	Hi-% Actual	Type of prticptn	Hi-% Actual	Type of dec. mking proc.	Hi-% Pref.	Type of prticptn	Hi-% Pref.
1. participate in formation of the school's lunchroom policy	Con. demo.	45.7	Conslt	29.9	Con. demo.	52.9	Partner.	38.8
	Ben. auto.	22.9	Partner.	25.4	Coal. auto.	22.9	Conslt	34.3
	Coal. auto.	22.9	Inform.	23.9	Ben. auto.	15.7	Inform.	20.9
	Maj. demo.	4.3	Manip.	10.4	Maj. demo.	8.6	Del. pwr.	4.5
	Other	4.3	Del. pwr.	10.4	Other	0	Manip.	1.5
		Actual		Actual		Pref.		Pref.
2. participate in formation of the school's staff hiring policy	Ben. auto.	64.6	Inform.	53.3	Ben. auto.	56.9	Inform.	46.7
	Coal. auto.	18.5	Conslt	30	Coal. auto.	16.9	Conslt	38.3
	Con. demo.	7.7	Manip.	11.7	Con. demo.	13.8	Manip.	10
	Other	6.2	Partner.	3.3	Maj. demo.	6.2	Partner.	5
	Maj. demo.	3.1	Del. pwr.	1.7	Other	6.2	Del. pwr.	0
3. participate in formation of the school's staff assignment policy	No significant difference							
		Actual		Actual		Pref.		Pref.
4. participate in formation of the school's goals or objectives	Con. demo.	46.7	Conslt	40.6	Con. demo.	61.7	Partner.	52.8
	Coal. auto.	22.4	Partner.	40.6	Coal. auto.	16.8	Conslt	36.8
	Ben. auto.	20.6	Inform.	13.2	Ben. auto.	11.2	Inform.	8.5
	Maj. demo.	8.4	Manip.	5.7	Maj. demo.	9.3	Manip.	1.9
	Other	1.9	Del. pwr.	0	Other	0.9	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
5. participate in formation of the school's student evaluation policy	Ben. auto.	38.8	Inform.	48.1	Con. demo.	32.5	Conslt	39
	Coal. auto.	31.3	Conslt	29.9	Ben. auto.	31.3	Inform.	31.2
	Con. demo.	25	Manip.	11.7	Coal. auto.	28.8	Partner.	23.4
	Maj. demo.	2.5	Partner.	10.4	Maj. demo.	5	Manip.	6.5
	Other	2.5	Del. pwr.	0	Other	2.5	Del. pwr.	0

Decision-making and Parent participation findings comparison

Description of Decision	Type of dec. mking proc.	Hi-% Actual	Type of prticptn	Hi-% Actual	Type of dec. mking proc.	Hi-% Pref.	Type of prticptn	Hi-% Pref.
6. participate in formation of the school's student discipline policy	Con. demo.	33.3	Conslt	34.5	Con. demo.	44.8	Partner.	34.5
	Ben. auto.	29.9	Inform.	32.2	Coal. auto.	25.3	Conslt	33.3
	Coal. auto.	29.9	Partner.	20	Ben. auto.	20.7	Inform.	25.3
	Maj. demo.	4.6	Manip.	10.3	Maj. demo.	6.9	Manip.	6.9
	Other	2.3	Del. pwr.	0	Other	2.3	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
7. participate in formation of the school's curricula program policy	Ben. auto.	36.3	Inform.	43	Con. demo.	36.3	Conslt	38
	Con. demo.	30	Conslt	35.4	Coal. auto.	27.5	Inform.	36.7
	Coal. auto.	26.3	Partner.	11	Ben. auto.	26.3	Partner.	21.5
	Maj. demo.	5	Manip.	7.6	Maj. demo.	7.5	Manip.	3.8
	Other	2.5	Del. pwr.	0	Other	2.5	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
8. participate in formation of the school-based budget plan	Ben. auto.	54.3	Inform.	37.1	Ben. auto.	45.7	Conslt	37.1
	Con. demo.	21.4	Conslt	32.9	Con. demo.	31.4	Inform.	35.7
	Coal. auto.	17.1	Manip.	18.6	Coal. auto.	15.7	Partner.	17.1
	Other	4.3	Partner.	10	Maj. demo.	4.3	Manip.	10
	Maj. demo.	2.9	Del. pwr.	1.4	Other	2.9	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
9. participate in formation of the school's parent involvement policy	Con. demo.	50	Partner.	53.4	Con. demo.	55.6	Partner.	62.5
	Ben. auto.	20	Conslt	27.3	Maj. demo.	21.1	Conslt	27.3
	Maj. demo.	18.9	Manip.	9.1	Coal. auto.	13.3	Inform.	9.1
	Coal. auto.	11.1	Inform.	9.1	Ben. auto.	10	Manip.	1.1
	Other	0	Del. pwr.	1.1	Other	0	Del. pwr.	0

Decision-making and Parent participation findings comparison

		Actual		Actual		Pref.		Pref.
10. participate in formation of the school's co-curricular policy	Con. demo.	35.9	Conslt	38.8	Con. demo.	50	Partner.	41.8
	Ben. auto.	26.6	Inform.	26.9	Coal. auto.	29.7	Conslt	40.3
	Coal. auto.	26.6	Partner.	23.9	Maj. demo.	10.9	Inform.	17.9
	Maj. demo.	7.8	Manip.	9	Ben. auto.	7.8	Manip.	0
	Other	3.1	Del. pwr.	1.5	Other	1.6	Del. pwr.	0
Description of Decision	Type of dec. mking proc.	Hi-% Actual	Type of prticptn	Hi-% Actual	Type of dec. mking proc.	Hi-% Pref.	Type of prticptn	Hi-% Pref.
11. participate in formation of the school's extra-curricular policy	Con. demo.	37.8	Conslt	38.6	Con. demo.	48.8	Partner.	45.8
	Coal. auto.	28	Partner.	26.5	Coal. auto.	29.3	Conslt	38.6
	Ben. auto.	18.3	Inform.	24.1	Maj. demo.	14.6	Inform.	13.3
	Maj. demo.	9.8	Manip.	8.4	Ben. auto.	4.9	Manip.	1.2
	Other	6.1	Del. pwr.	2.4	Other	2.4	Del. pwr.	1.2
		Actual		Actual		Pref.		Pref.
12. participate in formation of school's awards the policy	Con. demo.	36.4	Conslt	33.8	Con. demo.	41.6	Partner.	44.2
	Ben. auto.	26	Inform.	32.5	Coal. auto.	26	Conslt	28.6
	Coal. auto.	26	Partner.	24.7	Ben. auto.	14.3	Inform.	24.7
	Maj. demo.	6.5	Manip.	9.1	Maj. demo.	13	Manip.	2.6
	Other	5.2	Del. pwr.	0	Other	5.2	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
13. participate in formation of the school's hours/days of operation plan	Ben. auto.	47.8	Inform.	40.6	Ben. auto.	33.3	Inform.	31.9
	Con. demo.	20.3	Conslt	26.1	Con. demo.	29	Conslt	27.5
	Coal. auto.	15.9	Manip.	15.9	Coal. auto.	17.4	Partner.	27.5
	Maj. demo.	8.7	Partner.	15.9	Maj. demo.	13	Manip.	11.6
	Other	7.2	Del. pwr.	1.4	Other	7.2	Del. pwr.	1.4

Decision-making and Parent participation findings comparison

		Actual		Actual		Pref.		Pref.
14. participate in formation of the school's use of school in non-school hours policy	Con. demo.	37.3	Partner.	33.3	Con. demo.	42.7	Partner.	41
	Ben. auto.	26.7	Inform.	30.8	Coal. auto.	20	Inform.	25.6
	Maj. demo.	18.7	Conslt	19.2	Maj. demo.	18.7	Conslt	24.4
	Coal. auto.	14.7	Manip.	10.3	Ben. auto.	16	Del. pwr.	5.1
	Other	2.7	Del. pwr.	6.4	Other	2.7	Manip.	3.8
		Actual		Actual		Pref.		Pref.
15. participate in formation of the school's fundraising policy	Con. demo.	48.4	Partner.	48.9	Con. demo.	61.3	Partner.	61.1
	Coal. auto.	17.2	Conslt	26.7	Maj. demo.	17.2	Conslt	23.3
	Maj. demo.	17.2	Inform.	13.3	Coal. auto.	15.1	Inform.	7.8
	Ben. auto.	16.1	Manip.	5.6	Ben. auto.	5.4	Del. pwr.	7.8
	Other	1.1	Del. pwr.	5.6	Other	1.1	Manip.	0
Description of Decision	Type of dec. mking proc.	Hi-% Actual	Type of prticptn	Hi-% Actual	Type of dec. mking proc.	Hi-% Pref.	Type of prticptn	Hi-% Pref.
16. participate in determination of the school's needs	Con. demo.	50.5	Partner.	44.2	Con. demo.	62.9	Partner.	57.7
	Coal. auto.	22.9	Conslt	31.7	Maj. demo.	16.2	Conslt	33.7
	Ben. auto.	14.3	Inform.	17.3	Coal. auto.	15.2	Inform.	7.7
	Maj. demo.	11.4	Manip.	6.7	Ben. auto.	4.8	Manip.	1
	Other	1	Del. pwr.	0	Other	1	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
17. participate in determination of the school's long range plans	Con. demo.	39.1	Partner.	32.9	Con. demo.	56.3	Partner.	50
	Ben. auto.	23	Conslt	30.5	Coal. auto.	16.1	Conslt	35.4
	Coal. auto.	23	Inform.	29.3	Maj. demo.	13.8	Inform.	12.2
	Maj. demo.	12.6	Manip.	7.3	Ben. auto.	11.5	Manip.	1.2
	Other	2.3	Del. pwr.	0	Other	2.3	Del. pwr.	1.2

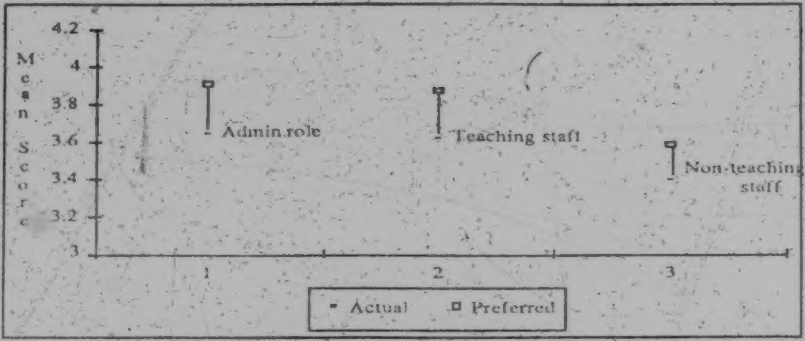
Decision-making and Parent participation findings comparison

		Actual		Actual		Pref.		Pref.
18. participate in determination of the school's conflict resolution plan	Ben. auto.	37.5	Inform.	41.7	Con. demo.	39.6	Partner.	33.3
	Coal. auto.	20.8	Conslt	22.9	Coal. auto.	22.9	Conslt	31.3
	Maj. demo.	12.5	Partner.	18.8	Ben. auto.	18.8	Inform.	29.2
	Con. demo.	27.1	Manip.	16.7	Maj. demo.	16.7	Manip.	6.3
	Other	2.1	Del. pwr.	0	Other	2.1	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
19. participate in determination of the chool's time allocations for each subject	Ben. auto.	69	Inform.	61.8	Ben. auto.	60.3	Inform.	58.2
	Maj. demo.	8.6	Manip.	23.6	Coal. auto.	15.5	Manip.	20
	Con. demo.	8.6	Conslt	7.3	Maj. demo.	8.6	Conslt	16.4
	Coal. auto.	6.9	Partner.	7.3	Con. demo.	8.6	Partner.	5.5
	Other	6.9	Del. pwr.	0	Other	6.9	Del. pwr.	0
		Actual		Actual		Pref.		Pref.
20. participate in determination of the school's grade completion policy	Ben. auto.	47.6	Inform.	45.2	Ben. auto.	34.9	Inform.	33.9
	Con. demo.	25.4	Partner.	21	Con. demo.	31.7	Partner.	33.9
	Coal. auto.	15.9	Manip.	19.4	Coal. auto.	20.6	Conslt	17.7
	Other	6.3	Conslt	14.5	Maj. demo.	6.3	Manip.	14.5
	Maj. demo.	4.8	Del. pwr.	0	Other	6.3	Del. pwr.	0

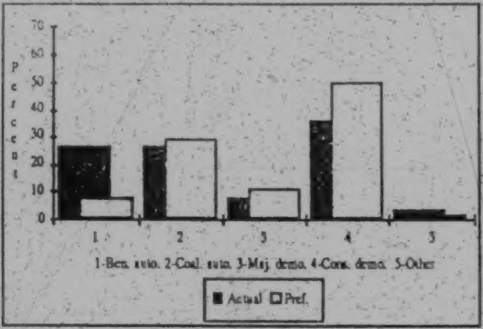
CHARTS FOR DECISION AND POLICY PARTICIPATION BY CATEGORY

Category A: Curriculum and Instruction

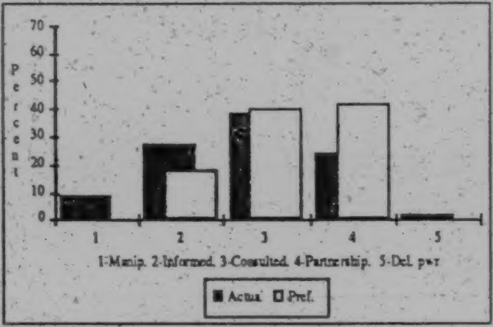
Co-curricular program policy



Effect on Participatory groups

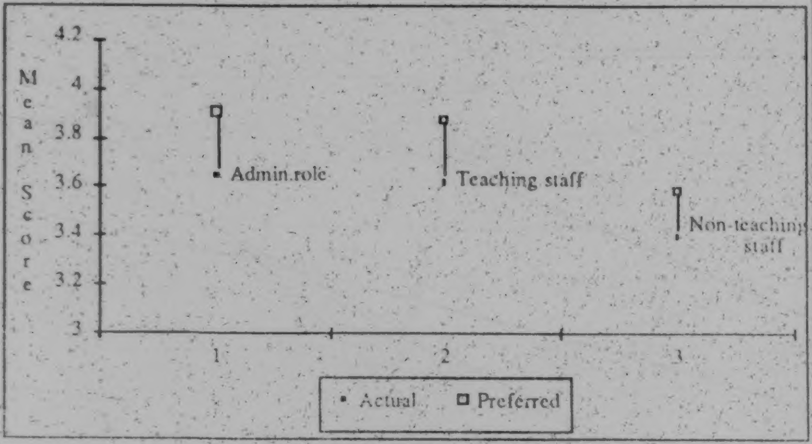


Decision-making process

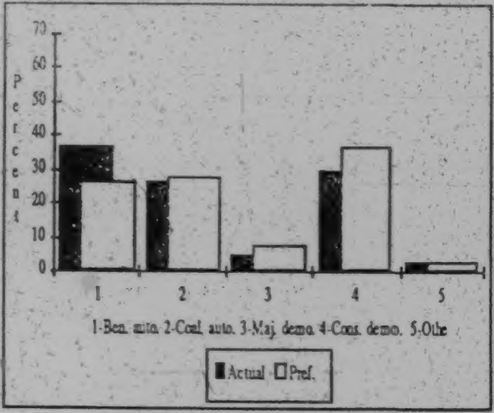


Type of parent participation

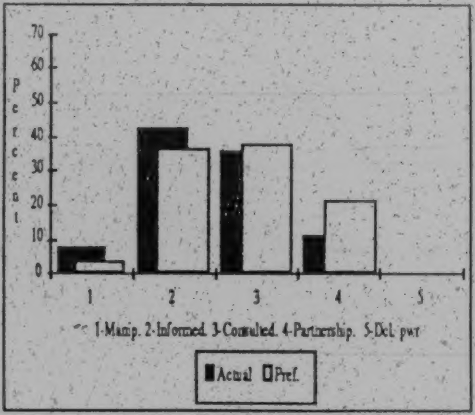
Curricular program policy



Effect on Participatory groups

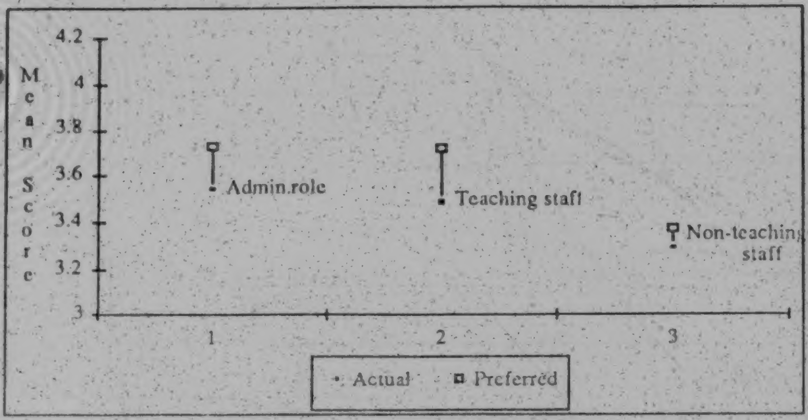


Decision-making process

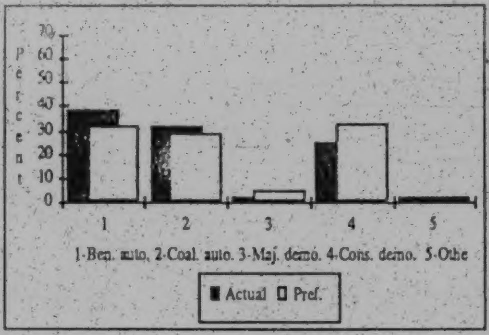


Type of parent participation

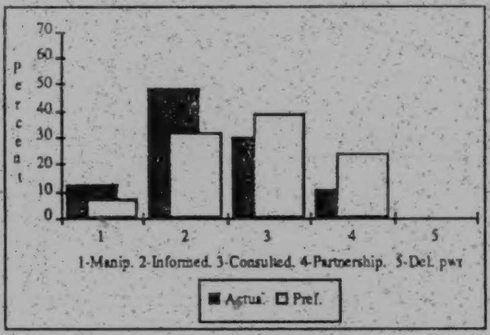
Student evaluation policy



Effect on Participatory groups

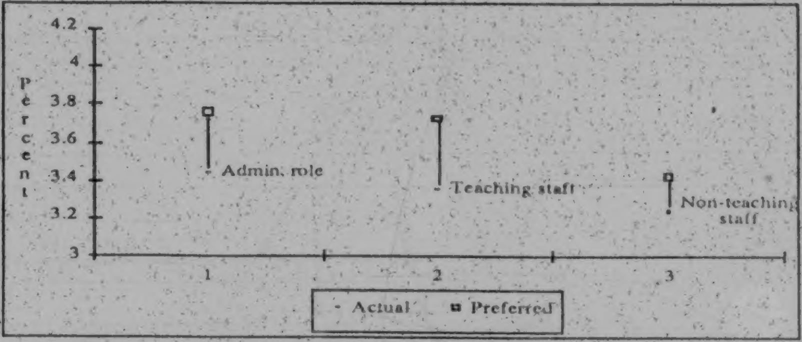


Decision-making process

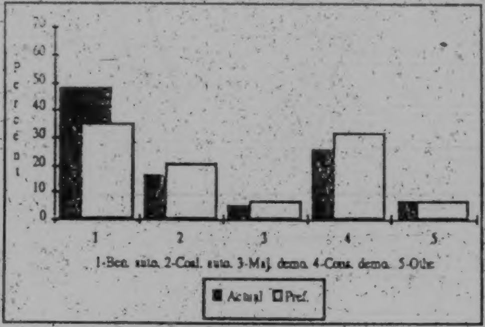


Type of parent participation

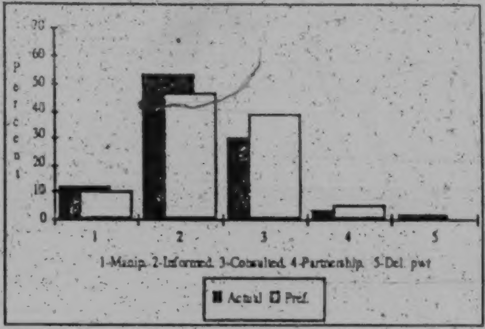
Grade completion policy



Effect on Participatory groups

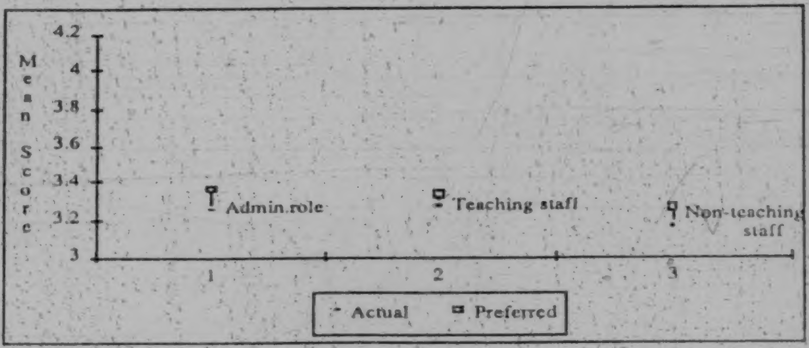


Decision-making process

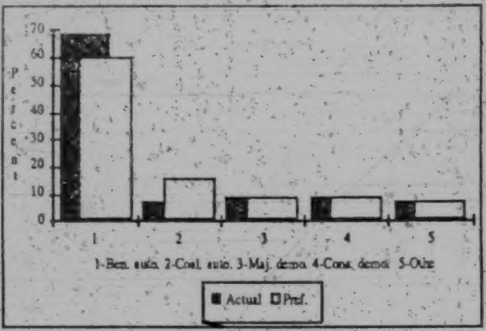


Type of parent participation

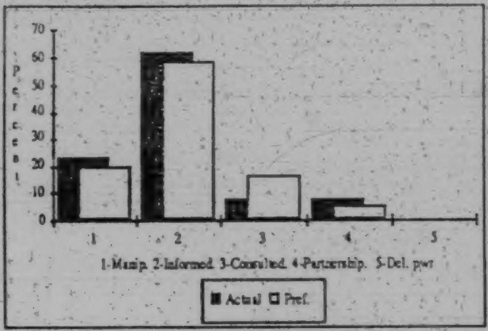
Time allocations for each subject plan



Effect on Participatory groups



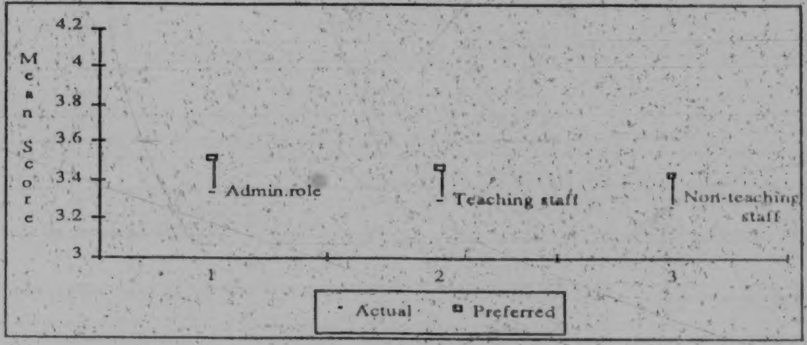
Decision-making process



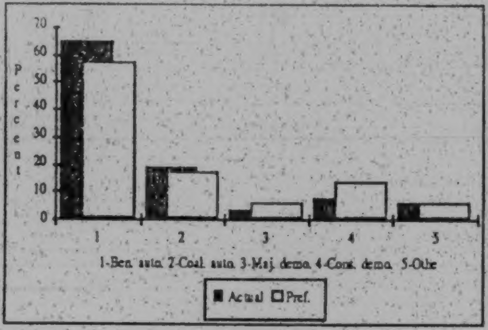
Type of parent participation

Category B: Personnel

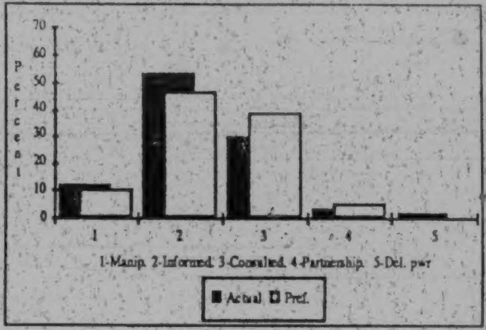
Staff hiring policy



Effect on Participatory groups



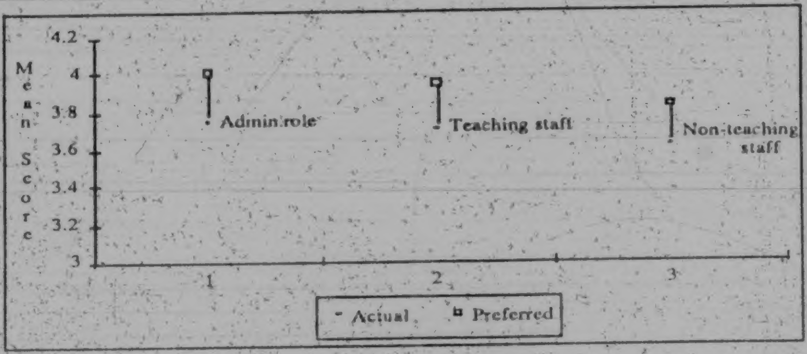
Decision-making process



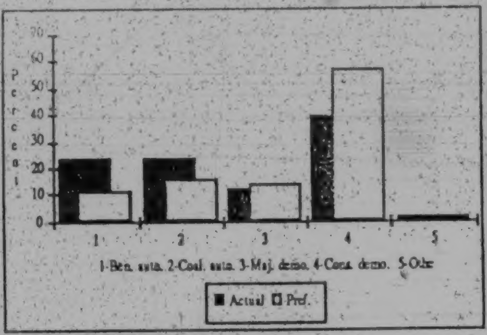
Type of parent participation

Category C: Priorities and Goals

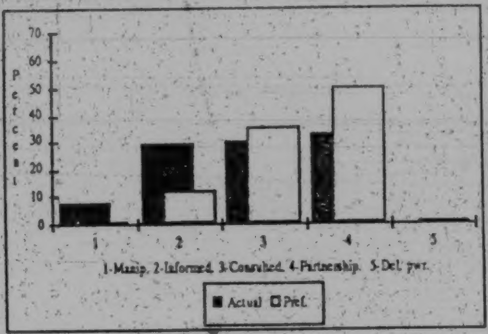
Determination of school's long range plans



Effect on Participatory groups

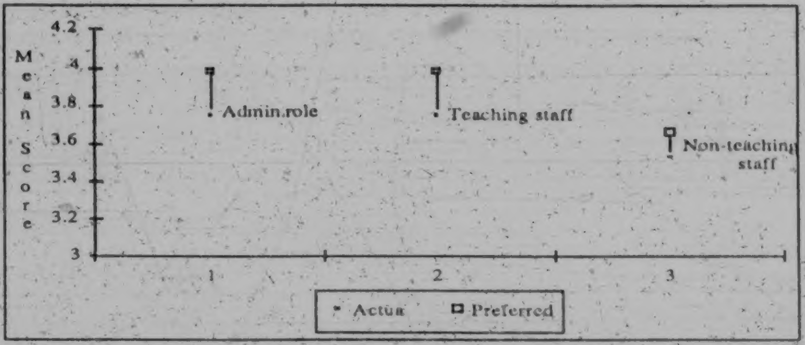


Decision-making process

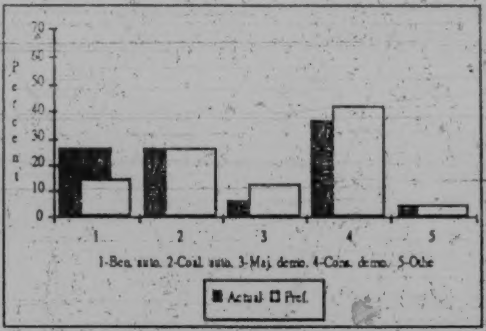


Type of parent participation

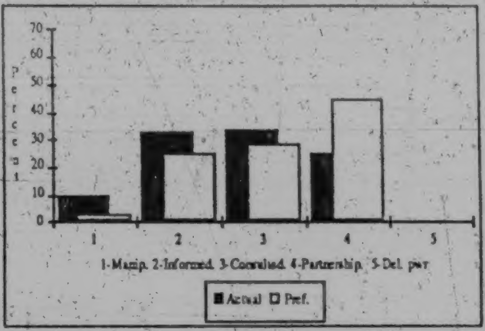
Awards policy



Effect on Participatory groups

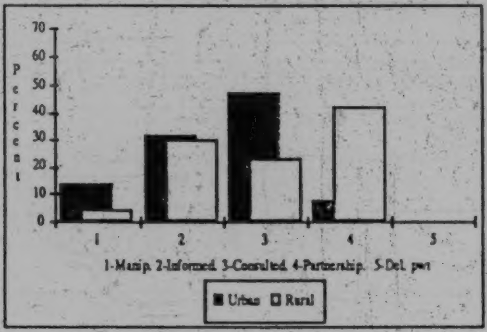


Decision-making process

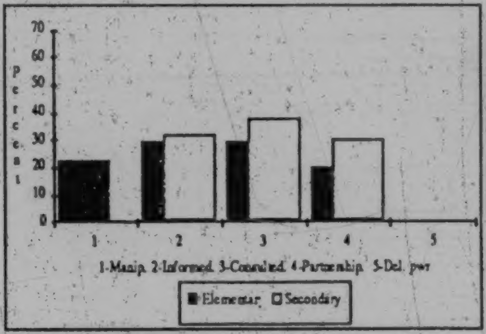


Type of parent participation

Significant difference findings for type of parent participation

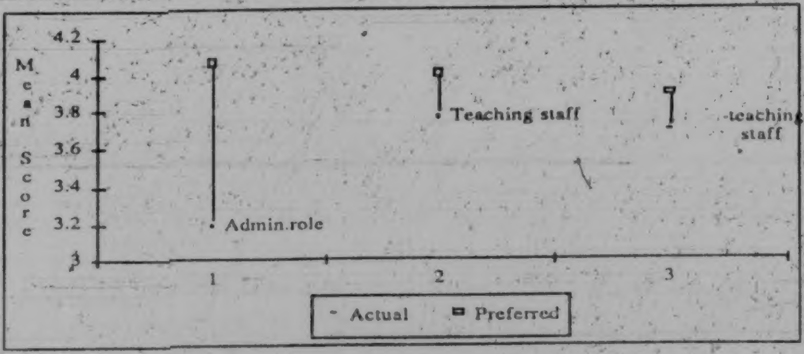


Actual for: Urban/Rural

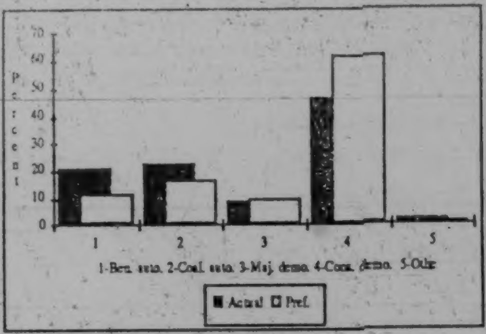


Preferred by: Elementary/Secondary

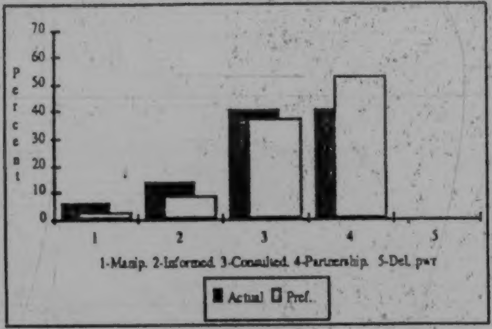
School goals or objectives policy



Effect on Participatory groups

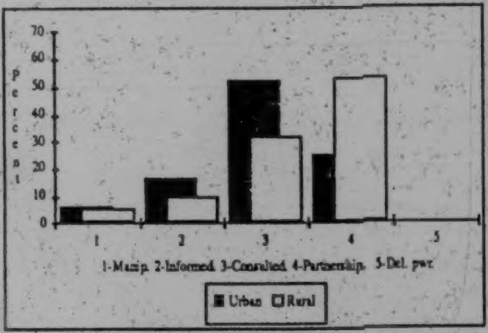


Decision-making process

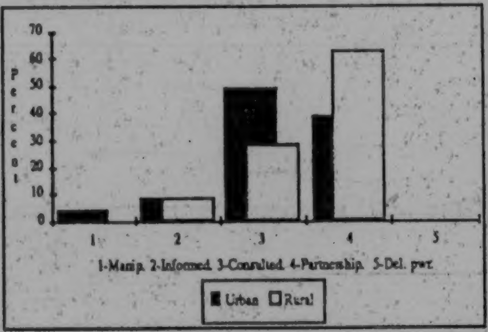


Type of parent participation

Significant difference findings for type of parent participation

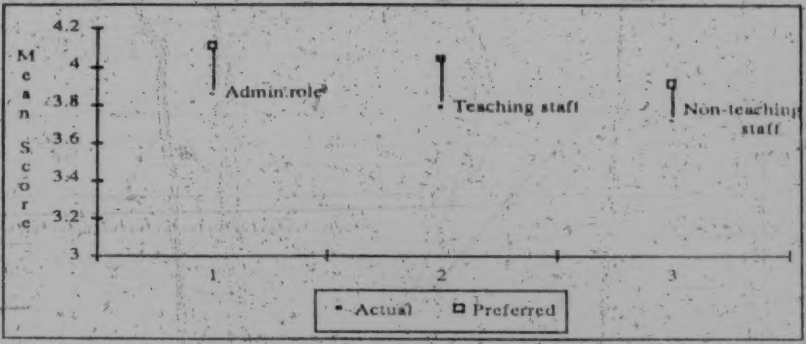


Actual for Urban/Rural

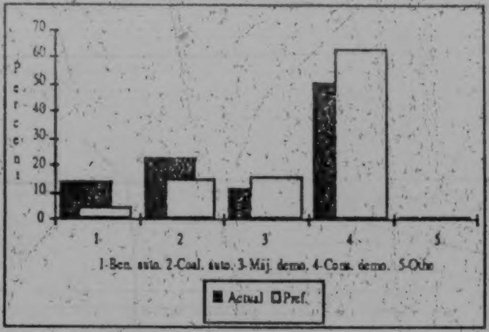


Preferred by Urban/Rural

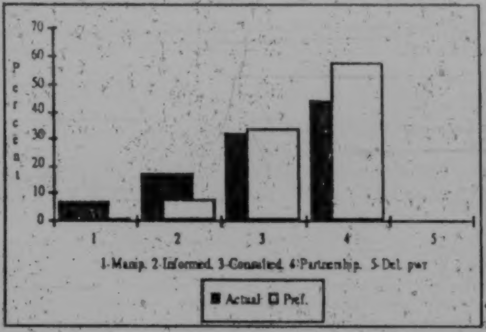
School needs plan



Effect on Participatory groups

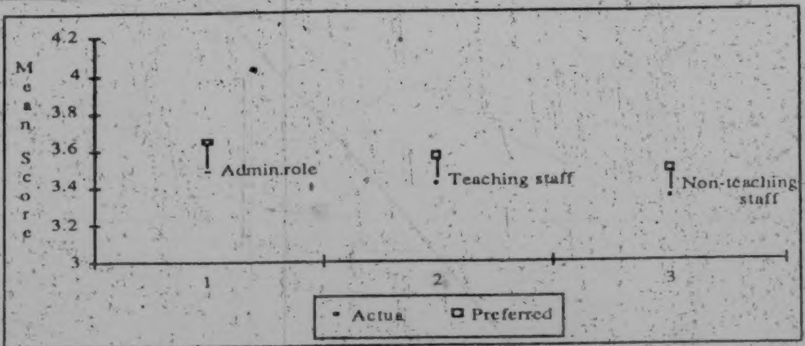


Decision-making process

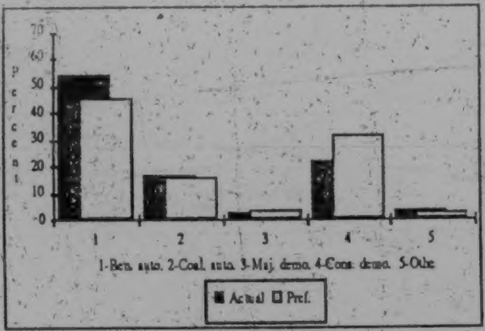


Type of parent participation

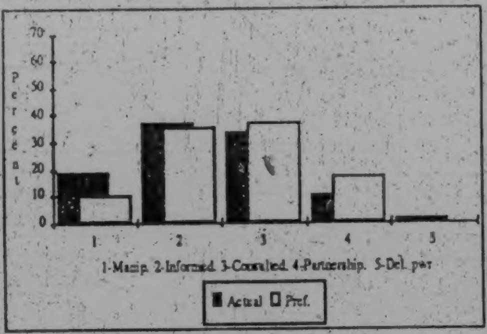
School-based budget policy



Effect on Participatory groups



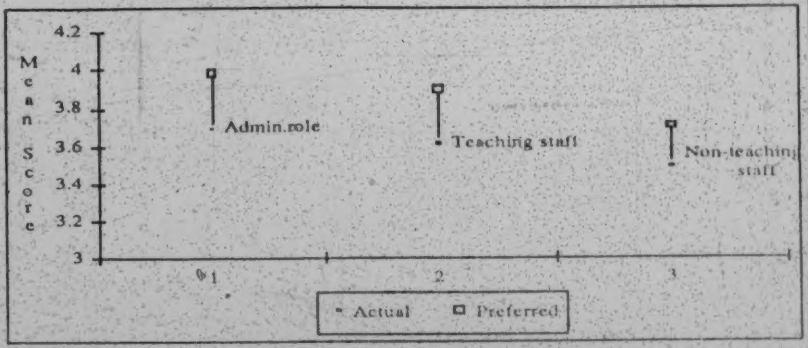
Decision-making process



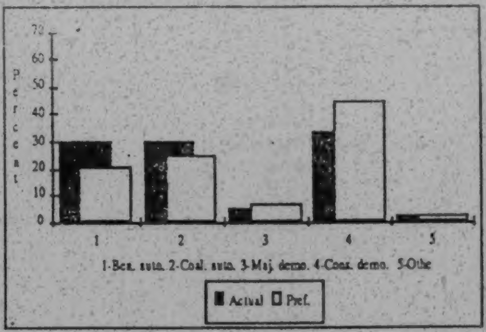
Type of parent participation

Category D: Student Conduct

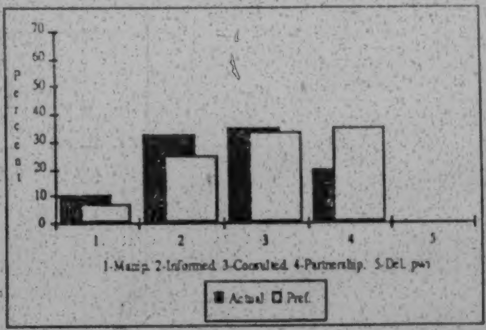
Student discipline policy



Effect on Participatory groups

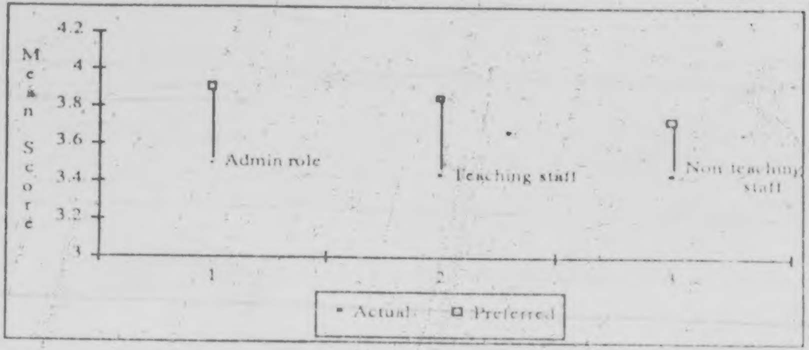


Decision-making process

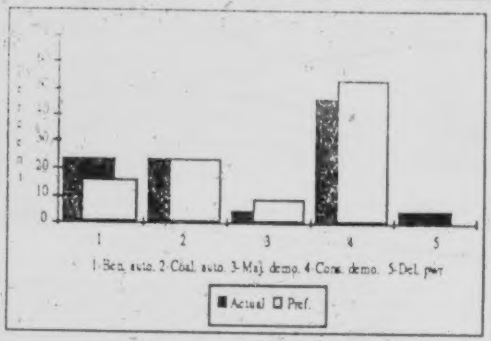


Type of parent participation

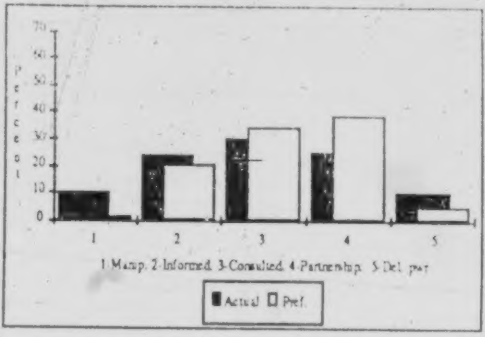
Lunchroom policy



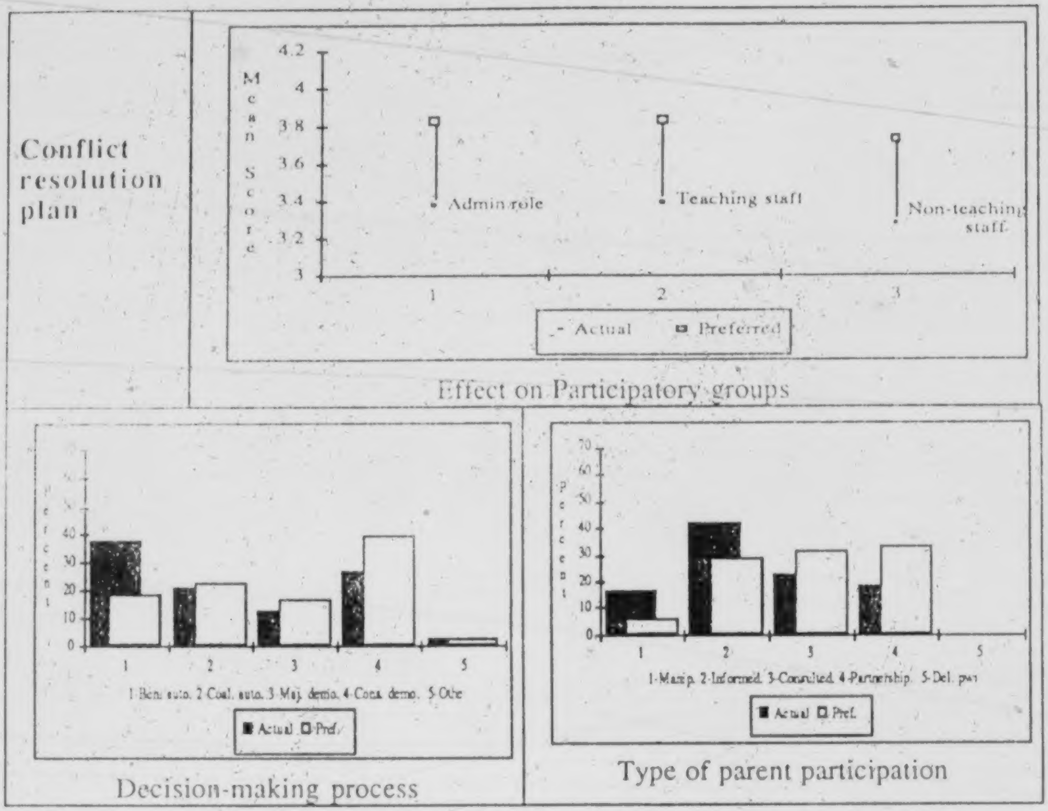
Effect on Participatory groups



Decision-making process

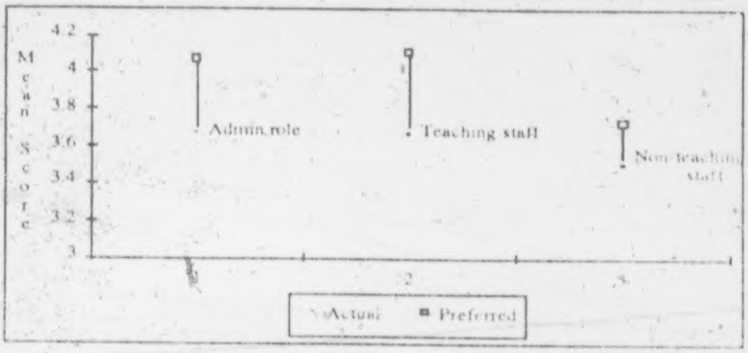


Type of parent participation

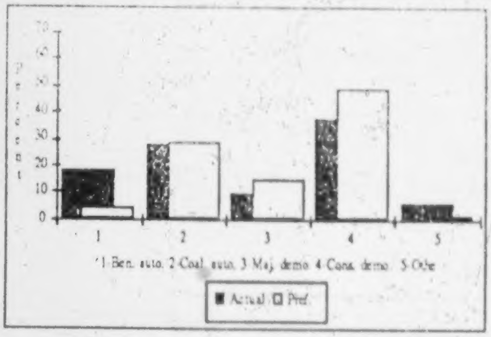

Conflict resolution plan
4.2
4
3.8
3.6
3.4
3.2
3
Mean Score
Admin role
Teaching staff
Non-teaching staff
1
2
3
Actual
Preferred
Effect on Participatory groups
Percent
40
30
20
10
0
1
2
3
4
5
1-Ben. auto. 2-Coal. auto. 3-Maj. demo. 4-Cons. demo. 5-Othe
Actual
Pref.
Decision-making process
70
60
50
40
30
20
10
0
Percent
1
2
3
4
5
1-Manip. 2-Informed. 3-Consulted. 4-Partnership. 5-Del. pwr
Actual
Pref.
Type of parent participation

Appendix: Extra-school Relationships

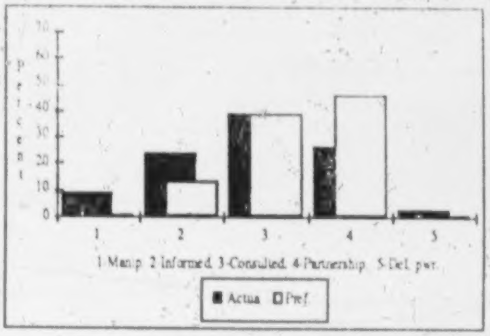
Extra-curricular policy



Effect on Participatory groups

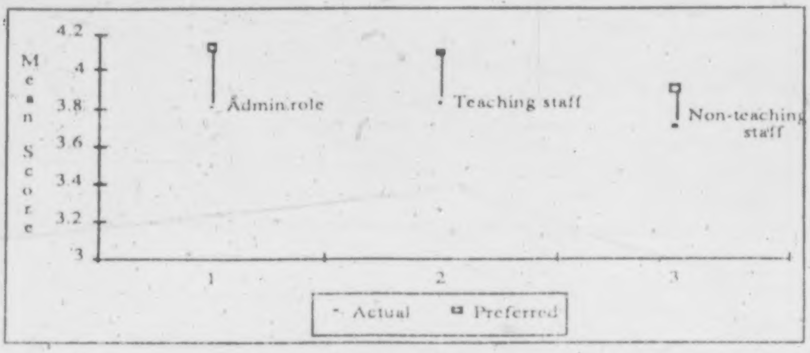


Decision-making process

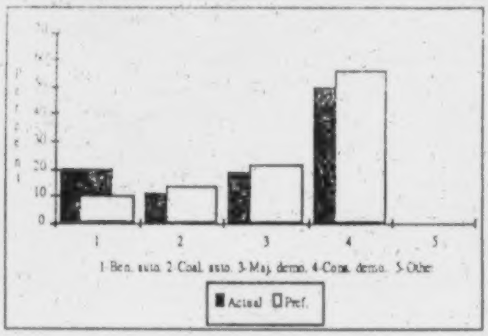


Type of parent participation

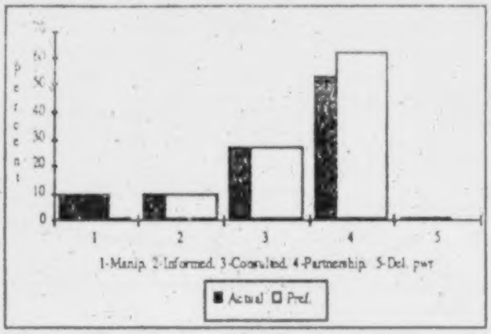
Parent involvement policy



Effect on Participatory groups

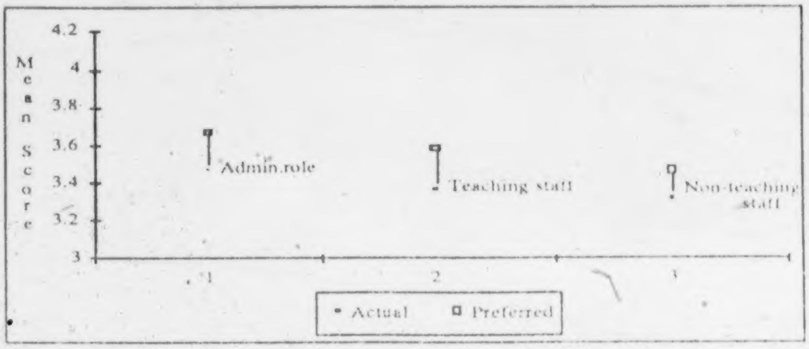


Decision-making process

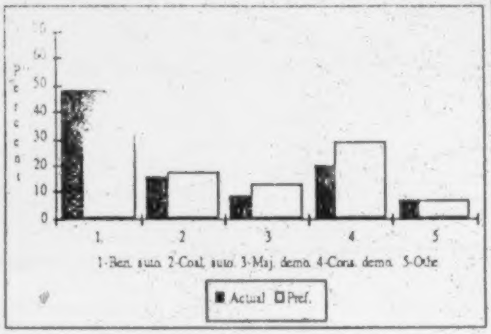


Type of parent participation

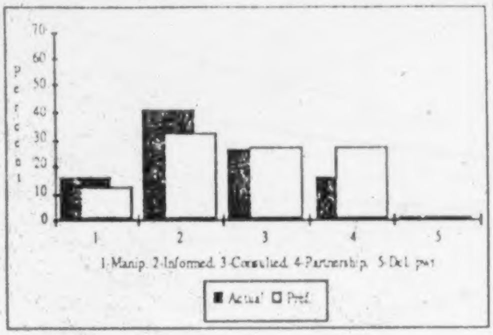
Hours and Days of operation plan



Effect on Participatory groups

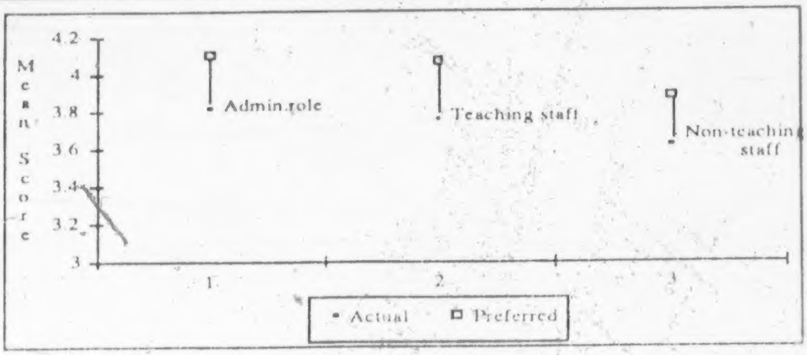


Decision-making process

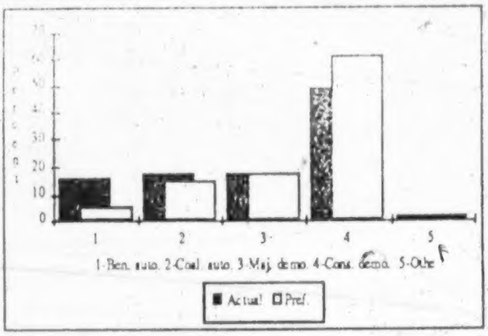


Type of parent participation

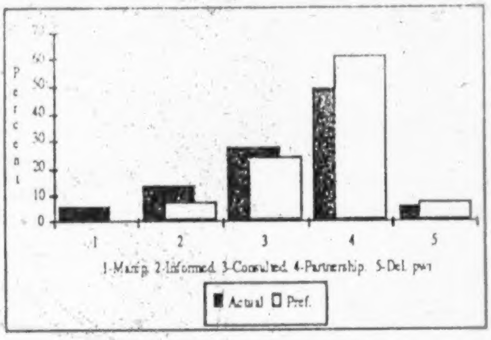
Fund-raising policy



Effect on Participatory groups

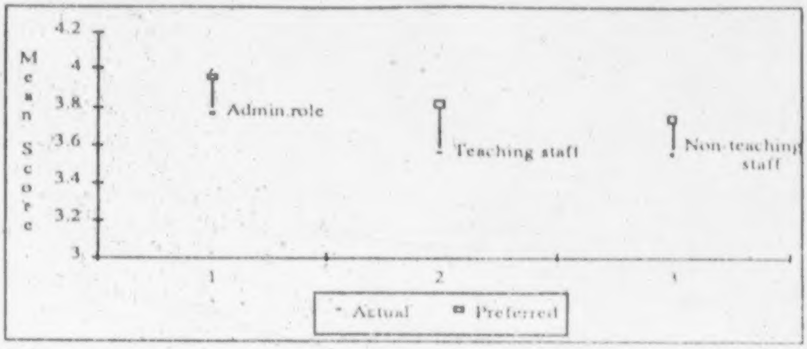


Decision-making process



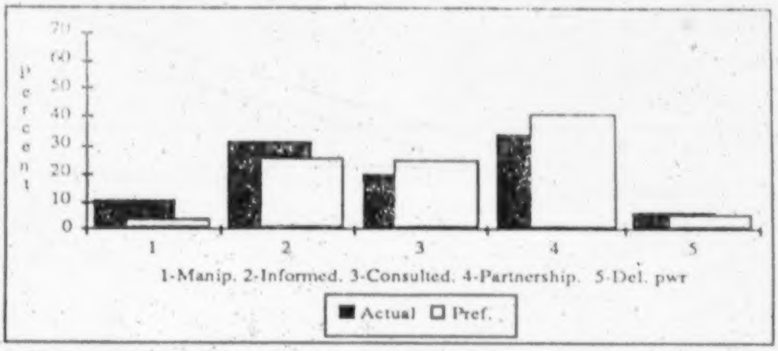
Type of parent participation

Use of school in non-school hours policy

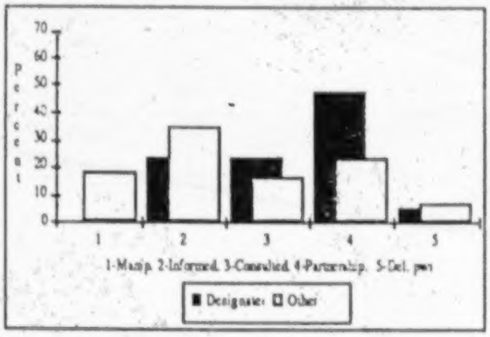


Effect on Participatory groups

Type of parent partici-pation



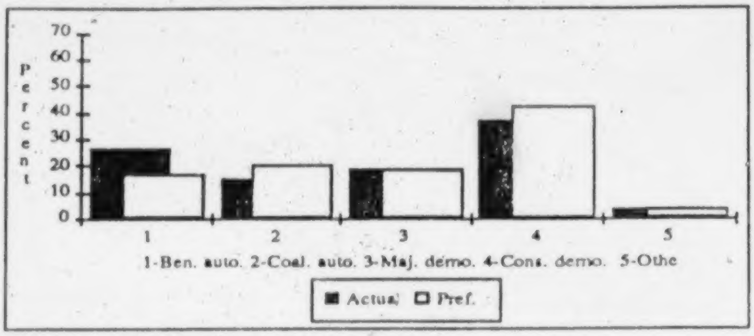
Significant difference findings for type of parent participation



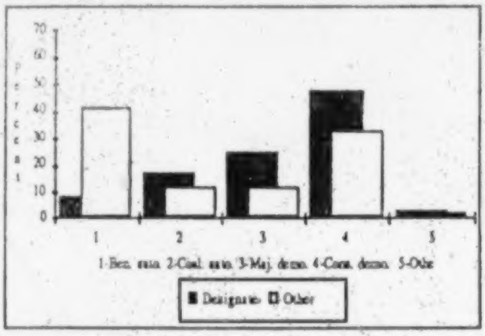
Actual for Des. Comm. and Others

No significant differences found for the Preferred type of parent participation for Designated Community school respondents

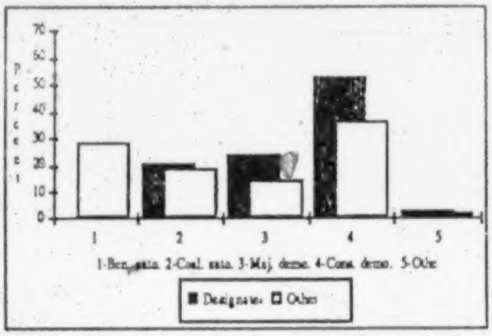
Decision-making process for the use of school in non-school hours policy



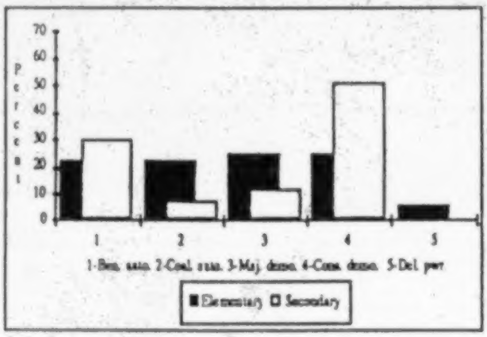
Significant difference findings for the type of decision-making process



Actual for Designated Comm. to Others



Preferred for Des. Comm. to Others



Actual for Elementary and Secondary

No significant difference reported for the Preferred type of decision-making process for Elementary and Secondary